

THE
ASSAM
SCHOOL MANUAL.

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THE ASSAM SCHOOL MANUAL.

CHAPTER I.—EDUCATIONAL INSTITUTIONS.

1. Educational institutions in Assam may be classified from the point of view, firstly, of the authority that maintains them, and, secondly, of the standard of education they aim at. Under the first head they are classified as :—

- (a) *Government*, which are under the direct management and control of the Department of Public Instruction.
- (b) *Local Board*, with the maintenance of which Local Boards are directly concerned.
- (c) *Municipal*, maintained by Municipalities, Unions, Station Committees, or from Town Funds.
- (d) *Private Aided* or *Private Unaided*, under private management, but receiving or not receiving grants-in-aid from any public source.

Under the second head there are :—

- (a) Lower Primary schools.
- (b) Upper Primary schools.
- (c) Middle Vernacular schools.
- (d) Middle English schools.
- (e) High schools.
- (f) Girls' schools.
- (g) Special schools.
- (h) Training schools.

2. The following table shows the correspondence between the classes in schools of the different grades :—

High.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Remarks.
1	2	3	4	5	6
IX	VII	VII	V	{ IV	* English taught, but medium of restriction in all subjects in the pupil's own vernacular.
VIII*	VI	VI	IV	{ III	
VII*	V	V	III	{ II	
	IV*	IV	II	{ I	
VI*	III*	III	I	{ ...	
	II*	II	...	{ ...	§ English is the medium of instruction.
V*	I*	I	...	{ ...	
IV§	...	...	...	{ ...
III§	...	...	...	{ ...
II§	...	...	...	{ ...
I§	{ ...	

Section I.—Lower Primary Schools.

3. The great majority of these schools are intended for the cultivating population. It is sometimes argued that education is useless, if not indeed harmful, to the cultivator; that it breeds a dislike to his hereditary occupation and induces him to forsake his land instead of farming it to greater advantage. The objection may have some force so long as an ability to read and write is a rare accomplishment: but with the spread of education the possession of this small amount of knowledge will become usual, not exceptional, and will have no such unsettling effect. It appears evident that a cultivator who can read, write, and sum must be in a better position than one who is quite illiterate, when he has occasion to borrow money or sell his produce; and it is certain that the circumstances of the agricultural classes would be more prosperous than they are at present, did they not allow a large share of the profits of their industry to slip through their fingers.

The main object of Lower Primary schools being to provide elementary education for village people, they are commonly called "village schools." But they also play a part as preparatory schools for higher stages, in which they are assisted by grant of scholarships to the cleverest boys. In urban areas they are mainly preparatory.

4. The attendance of girls at boys' Lower Primary schools should be encouraged.

5. The sanctioned curriculum of studies for each of the four classes in Lower Primary schools is given in Appendix I, which also specifies the text-books that are approved for present use.

6. Lower Primary school certificates are issued annually to pupils in the top class by the Deputy Inspector, under the control of the Inspector, either upon the results of his own inspection, or on the recommendations of his Sub-Inspectors.

Class-to-class promotions must be made only by inspecting officers, and if care is exercised by them in the promotion of students, and particularly in promoting them into the top class of their course, the majority of those who have read in the top class for a year or more should have attained a standard, which entitles them to a certificate. In awarding certificates the question should be not as to which students should receive them, but as to which students should be refused them. For this purpose an oral examination *in situ* is sufficient.

7. The examinations *in situ* for class-to-class promotions and leaving-certificates must be effected, in the course of school inspection, between the middle of November and the middle of February. Class-to-class promotions will be made, and leaving certificates will be issued in the case of each school after this examination has been held. Promotion will take effect from the 1st of the month following the inspecting officer's visit. Inspecting officers will arrange to go round their schools, during

SCHOOL MANUAL.

their cold-weather tour of inspection, in the same order (as far as possible) each year, so that the pupils of each school will have been about a year in their respective classes when the examination is held. This rule will be subject to the proviso that pupils who are plainly fit for promotion may be promoted from one class to another by an inspecting officer at any time during the year.

No candidate will be allowed to present himself at the Lower Primary Scholarship Examination who has not obtained a leaving-certificate from his school (*vide* Art. 271). Should from any cause occasion have failed for the grant of leaving certificates in any school in the course of the cold-weather inspection, the Deputy Inspector of Schools should make special arrangements for the examination of candidates for scholarships belonging to this school during the month of February.

8. Deputy Inspectors who are empowered by the Director of Public Instruction to grant certificates should, in the case of schools which they examine themselves, distribute the certificates at the school as soon as the examination is completed. In the case of schools that are examined by Sub-Inspectors, the Deputy-Inspector will issue certificates on nominal recommendation rolls that will be submitted to them by the Sub-Inspector at fortnightly periods in the following form :—

Name of school.	Date of examination.	Number of pupils in first class.	Number of pupils recommended for certificates.	Names of pupils recommended.
1	2	3	4	5

The Sub-Inspector's recommendations should of course be scrutinised before acceptance, and should be modified, if they appear to be too liberal or the reverse.

9. Deputy-Inspectors who are empowered by the Director of Public Instruction to grant certificates will report monthly to the Inspector in the following form the number of certificates issued by them on the results of examinations held by them or by Sub-Inspectors :—

Month.	Number of schools.	Number of pupils in the first class.	Number of pupils granted certificates.
1	2	3	4

10. Deputy Inspectors who are not empowered by the Director of Public Instruction to grant certificates will, before issuing certificates, obtain general approval to their proposals by the submission to the Inspector of the following fortnightly statement :—

Name of school.	Date of examination.	Whether examined by Deputy Inspector or Sub-Inspector.	Number of pupils in first class.	Number of pupils recommended for certificates.
1	2	3	4	5

This statement will be returned in original with the Inspector's orders. Certificates should be made out and distributed as soon as possible after its return.

11. Printed forms for certificates will be annually supplied to the Inspector from the Secretariat Press. Indents for the probable requirements should be sent in by the month of January.

12. Efforts should be made to provide village schools with better houses than those in use and in the past, and they should be supplied with such furniture and apparatus as benches, black boards, maps of the district and of the province, and pictures, if possible. Endeavour should be made to establish the idea that the school house is village property and should be maintained by the village, and that the grants of money made by or through the Local Board are intended to assist local effort not to replace it. When a grant is made, its expenditure may most conveniently be entrusted to the mauzadar, village gaonbura, or a leading mirasdar, with a request to make it go as far as possible and to supplement it by local contributions of labour and materials.

13. The style in which village school houses should be constructed is that ordinarily adopted for houses of the better class in the locality. In some districts, for instance, the walls will be of split bamboos unplastered: in others they will be of plastered *ekra*. The people should be encouraged to build their school houses after a fashion more substantial and more durable than that of the ordinary cottage. The following are some of the essential points :—

- (i) There should be a good earthen plinth well above flood level.
- (ii) If a verandah does not run round the house, the eaves should project well over the walls so as to protect them from rain.
- (iii) The windows should be provided with flap shutters and should be large enough to admit sufficient light.
- (iv) If there is no front verandah, the door-way should be protected by a porch.

14. The following dimensions are suitable for schools of various sizes :—

Number of boys.	Height of ridge pole.	Area of school house.	Area of porch.	Doors.	Windows.	Remarks.
1	2	3	4	5	6	7
30	12'	18' x 12'	8' x 8'	6' x 3'	7 ⁶ each, 2' x 2'	*Three at the back, one at each end, and one on each side of door.
50	13'	25' x 15'	10' x 8'	6' x 3'	ditto.	
75—100	16'	32' x 25'	16' x 12'	7' x 3½'	7 ⁶ each, 3' x 2'	

15. The pay of teachers of Local Board Lower Primary schools is composed of (a) fixed salaries, (b) capitation grant. In fixing salaries, sharp discrimination should be made between certificated and uncertificated men, the former being paid at an average rate of Rs. 8 per mensem (Rs. 10 per mensem in the Dibrugarh subdivision) while the pay of the latter will conform to an average of Rs. 5, unless they have obtained Middle or Upper Primary school-leaving certificates, when a higher rate of pay will be admissible.

The capitation grant is to be regarded as part of the pay, and not as a grant-in-aid. The rates for capitation grants are :—

	As.
(i) for each boy in the first class ...	6 per mensem.
(ii) ditto second " ...	5 " "
(iii) ditto third " ...	3 " "

No capitation grant can be given for boys in the 4th (or bottom) class.

16. Capitation grants are calculated according to the following rules :—

- (i) The number of boys in each class of school will be taken as passed on the last previous visit of the inspecting officer, whose duty it is to make promotions from one class to another.

- (ii) Boys who have been more than one year in a class will count at half rates only, and boys who have been more than two years will be excluded.
- (iii) Boys who have attended less than 20 days, but 10 days or over during the month, will count at half rates only, and boys who have not attended 10 days will be excluded. In calculating days of attendance, holidays authorized under article 175, other than Sundays, may be included.
- (iv) Except in special cases, and with the sanction of the Inspector, the monthly amount of capitation grant earned by a schoolmaster will be limited to a maximum of Rs. 4, if the number of boys in the three upper classes, excluding those referred to in clause (ii) above, is less than 20, to Rs. 5, if 20 or over, but under 30, and to Rs. 6 if 30 or over.

17. Masters should submit their bills to the Deputy Inspector monthly in the form given in Appendix VIII. They should be despatched by the 7th of the month following.

18. When the number of pupils is beyond the teaching capacity of a single master, the following additional staff is allowed :—

Staff.
When the number of pupils in first, second, and third classes exceeds ...

25,	a monitor on Rs. 3.
Ditto ditto 35,	an assistant teacher on an average of Rs. 6.
Ditto ditto 45,	an assistant teacher on an average of Rs. 6 and a monitor on Rs. 3.

~~The assistant teachers and monitors draw fixed salaries only, and are not to be permitted to earn capitation grants.~~

19. Village school masters should have obtained certificates of qualification. These are either certificates of the old *guru* training class (now abolished), or certificates of practical qualification granted by the Director of Public Instruction to old and successful teachers, or certificates given after an apprenticeship. The latter are the only certificates given now and are granted under the following arrangements.

20. Candidates for apprenticeship should be drawn from those possessing a Lower Primary or Upper Primary school certificate, or from existing unqualified masters, candidates who have read beyond the Upper Primary standard being taken to possess an Upper Primary certificate. The apprentices entertained by each Local Board should, if possible, be residents of the Local Board area. In the Surma Valley special efforts should be made to secure a certain proportion of Muhammadan youths as apprentices.

Correction No. 7.—In line 5, 'after the word "certificates" insert—

— "or six months in the case of apprentices who have read in the fourth or higher classes of a high school."

~~at such high schools are taken up by students who subsequently refuse to become village school masters.~~

Apprentices will receive from the Local Boards monthly stipends of Rs. 3 or Rs. 4, according as they have Lower Primary or Upper Primary school certificates.

22. A reward of Rs. 10 will be given by the Local Board to Middle school head masters for each apprentice under training for a Lower Primary teachership, who is not only accepted as a qualified candidate for a Lower Primary teachership, but is certified by the Deputy Inspector to have been well grounded in the practice of

**Reward to masters
of Middle schools
for apprentices.**

teaching. A certificate to this effect should only be given after practically testing the candidate's teaching capacity. This concession applies to High school head masters in the special cases in which candidates for Lower Primary teachership are trained in High schools.

23. There is no reason why the taking of fees by Lower Primary school masters should be prohibited, provided that it is distinctly understood that their levy is not compulsory, and that the children of the poor are admitted free. The agency of the School Committee may be enlisted to secure that this condition is observed. There are substantial advantages in permitting a master to take fees, as the profit he derives from them will generally depend upon his popularity and efficiency, and the hope of this profit will incite him to do the best for his pupils. Moreover, there is reason to believe that in some places the people appreciate education more highly if it costs them something. It is, however, unnecessary that the masters of schools in which fees are levied should receive as much from Government as masters who are entirely dependent on their salary and capitation grant. The general rule should be to deduct Re. 1 per mensem from the master's pay of every Rs. 15 per annum received by him in fees, provided that no deductions should be made when the fee income does not exceed Rs. 20 a year and that fractions of Rs. 15 should be disregarded.

24. In the plains districts Lower Primary schools are usually under Local Boards : a few are under Municipalities or Unions or under School Committees with special grants. In establishing, closing and managing schools, and in appointing, dismissing, promoting and punishing the staff, the Boards and Municipalities should accept the advice of the Inspector, subject to the controlling authority of the Director of Public Instruction, who has power to issue final orders on any cases, general or particular, that may be referred to him. Boards and Municipalities will

supply the Educational Department with such information, as it may from time to time require, regarding their educational administration.

25. Speaking generally, village schools should be regarded as being on as permanent a footing as (*e.g.*) police stations or dispensaries, and should be located with due regard to the needs of the population. They should, as a rule, not be within three miles of one another, but in thickly-populated localities this distance may be reduced to two miles. As an exception, a "venture school" may be opened without incurring the expense of providing a school house, to test the willingness of the people to send their children to school. Petitions for the establishment of schools may indicate a real want, and should receive attention, but care should be taken to avoid compliance with the petitions of men wishing to be school masters in lack of other employment, the subsequent attainment of which by them involves the closing of the school.

26. The minimum standard of attendance aimed at should be an average of 30 with 20 in the three upper classes. But the standard is fixed for general guidance only, and will in backward localities often not be attainable.

27. A school which is maintained from public funds granted by a Local Board or a Municipality may nevertheless be appropriately managed by a Committee, of which the village gaonbura or the president of the chaukidari panchayat would ordinarily be president. The Committee would be specially charged with the upkeep of the school house, furniture, and apparatus. It would keep an eye upon the working of the school, and see that the teachers do not absent themselves. It may be given authority to grant casual leave to the teachers up to a maximum of 3 days.

Grants-in-aid. 28. In the plains districts grants-in-aid are now only given in special cases.

Grants to Mission bodies from Local Boards have been transferred to Provincial revenues.

29. Municipal Lower Primary schools must, unless specially exempted by the Director of Public Instruction, follow the rules laid down for Board Lower Primary schools.

But Municipal Committees will be allowed a discretion in settling (i) the rates of the teachers' fixed salaries, and (ii) the maximum monthly amount to be earned in capitation grants.

Section II.—Upper Primary, Middle Vernacular and Middle English Schools.

30. Upper Primary schools, in addition to carrying education beyond the Lower Primary stage, and preparing pupils for schools of a higher grade, have a special utility in educating boys who mean to become village school masters.

Middle Vernacular schools practically represent the highest stage of vernacular instruction, but boys go from them to High schools and are often able to make up the time they lost in beginning English. Their technical value lies in educating youths who wish to become Middle Vernacular or Upper Primary school masters, and for the training of Lower Primary masters.

Middle English schools add some English to the ordinary vernacular course, but teaching is in vernacular, and not in English. They are preparatory to High schools but also give a knowledge of English, which, however imperfect, is of some practical use, and is greatly appreciated.

31. The prescribed curricula for Upper Primary, Middle Vernacular and Middle English schools are given in Appendices II and III.

32. A pupil upon satisfactorily completing his school curriculum is entitled to receive a leaving certificate. The certificate will in the case of Upper Primary pupils be granted under the signature of the Deputy Inspector

of Schools. The certificates granted to Middle Vernacular and Middle English pupils will be issued under the signature of the Inspector, after needful scrutiny of recommendations submitted to him by the Deputy Inspector of Schools. The examinations which are held by the Deputy Inspector for testing the fitness of students to receive these certificates should be in great measure oral; and if promotions to the top class of the school have not been made until they were justified, the great majority of the pupils in the top class should leave the school with the credit of a certificate.

33. Schools should be furnished and equipped with educational apparatus on the scales described in Appendix IV.

Furniture and equipment.

34. Standard plans and specifications have been prepared for school houses to accommodate 200, 175, 150, 100 and 75 pupils costing respectively Rs. 3,525, Rs. 2,878, Rs. 2,583, Rs. 1,469 and Rs. 1,152. Copies can be obtained on application to the office of the Director of Public Instruction.

School houses.

35. There should be a teacher on an average for every 30 pupils or fraction of 30 pupils. All teachers should be certified as qualified, and uncertificated teachers at present in employ will be expected to undergo a period of training, and to secure certificates, should this be considered necessary by the Director of Public Instruction.

Strength and qualifications of teaching staff.

36. In the case of Upper Primary school teachers the training required for a teachership certificate will be given at the Gauhati Normal school for Assam Valley candidates, and (pending the establishment of a Training school) in the form of apprenticeship at a Middle school for Surma Valley candidates. No one will be admitted to the course who has not obtained an Upper Primary school certificate, and if candidates possessing the Middle Vernacular school certificate are available, they

Training of Upper Primary school teachers.

will be given preference. The length of the course will be two years or one year, and candidates under training will receive monthly stipends of Rs. 4 or Rs. 5, according as they possess Upper Primary or Middle Vernacular school certificates.

37. Candidates for Middle Vernacular school teachership certificates will similarly be trained at the Gauhati Normal school if belonging to the Assam Valley, and (pending the establishment of a Training school) in High schools if belonging to the Surma Valley. They must possess at least the Middle Vernacular school certificate. The length of the course will be two years, unless the candidate has passed the Entrance Examination, when one year's training will suffice. The candidate's stipend will be Rs. 5 per month.

38. A teacher who is to teach English in a Middle English school should have passed the Entrance, and the head master of a Middle English school should have passed the First Arts Examination. Pending the establishment of a Training school, the special training for the Middle English teachership certificate is afforded at present by apprenticeship in High schools under arrangements made by the Director of Public Instruction, which may vary to suit particular cases.

39. Save as provided in Article 46 a Committee should be appointed for the management of every Upper Primary, Middle Vernacular and Middle English school, whether it is aided from public funds or is altogether maintained from public funds. The duties of the Committee will be—

- (i) to see that the teachers attend regularly and that the popularity of the school does not suffer from preventable causes ;
- (ii) to supervise the financial management of the school, to collect subscriptions, to see that fees are realised, and to grant exemptions from payment of fees in accordance with rule ;

(iii) to arrange for keeping the school house in proper repair and for maintaining the school apparatus, raising periodically special subscriptions for this purpose if the ordinary subscriptions do not suffice for it;

(iv) In the case of Aided schools the Committee will have authority to grant leave to the teachers, subject to the departmental leave rules, which should be generally followed. But the grant of leave other than casual leave should be reported by the Committee to the Deputy Inspector with a statement of the arrangements that have been made to fill the vacancy. In the case of Government or Local Board schools the Committee will have authority to give the teachers casual leave subject to such limitations as may be prescribed by the Director of Public Instruction.

40. The majority of Upper Primary and Middle schools are upon an aided footing, and receive a subsidy, the grant of which is dependent upon the observance of the conditions that are prescribed in this connection. Grants-in-aid to Upper Primary and Middle schools may be given from local or from provincial funds.

41. No grant-in-aid will be made or renewed from local funds without the previous approval of the Director of Public Instruction. Grants from provincial funds may be made or renewed by the Director of Public Instruction, subject to budget provision.

42. It is desirable that, where possible, the amount of the grant-in-aid should be made dependent in part upon the number of pupils under instruction in the two upper classes of the school, being given the form of a capitation grant, with higher rates for pupils of the first than for pupils of the second class. This will serve to direct the teacher's attention to the importance of carrying on the teaching of his pupils to the end of the course of instruction which the school is intended to afford.

43. The making, the renewal, or the continuance of a grant-in-aid will be dependent upon the fulfilment of the following conditions :—

- (i) That the school will meet a recognised want.
- (ii) That the school is ready equipped with a building and with teaching apparatus, which in the opinion of the Director of Public Instruction is adequate for its purpose (*vide* Arts. 33, 34 and 44).
- (iii) That a substantial contribution towards the cost of the school is provided either by the proceeds of an endowment or by private subscriptions (apart from fees) and that subscriptions are paid regularly to the amount that is agreed upon when the grant-in-aid is sanctioned (*vide* Art. 45).
- (iv) That satisfactory arrangements are made for the management of affairs of the school (*vide* Arts. 39, 46 and 52-53).
- (v) That the Manager or Managing Committee engage to keep the building in repair and to maintain the school apparatus, raising periodically special subscriptions for this purpose if the ordinary subscriptions do not suffice for it.
- (vi) That fees are levied according to the prescribed scale (*vide* Chapter III, Arts. 184-187).
- (vii) That the teaching staff is adequate in number and in qualification and is adequately and regularly paid (*vide* Arts. 47-49).

44. A portion of the capital outlay on a school house will ordinarily be provided from local or provincial funds. The proportion to be so contributed will depend upon local circumstances. It will rarely exceed double the amount raised by private subscriptions.

45. The amount provided by endowment or to be subscribed privately should not be less than Rs. 2 per mensem in the case of an Upper Primary school, less than Rs. 4 per mensem in the case of a Middle Vernacular school, or less than Rs. 10 per mensem in the case of a Middle

English school. The amount contributed from public funds (whether local or provincial) will depend upon local circumstances. It will in no case exceed five times the amount provided by endowment or private subscriptions. In places where education is in demand, it will, in the case of Middle English schools, seldom exceed twice and, in the case of Upper Primary schools, two and a half times, the amount provided by endowment or private subscriptions.

46. The affairs of an aided school will be conducted by a Managing Committee, unless the amount the school derives from private subscriptions is contributed by a single person, in which case such person may be sole manager. For the transaction of correspondence with the Local Board or the Educational Department, a Secretary must be appointed, who should be the manager or at all events a member of the Managing Committee.

47. The head master of an aided Middle English school should have passed the First Arts Examination, and should receive a salary of not less than Rs. 35 per mensem. In large aided Middle English schools the second master should have passed the Entrance Examination. Subject to this condition, it will suffice if the Assistant masters in aided Middle English schools have acquired Middle English and Middle Vernacular leaving certificates and are paid from Rs. 15 to Rs. 25 a month.

In aided Middle Vernacular schools the teachers should all have acquired Middle Vernacular leaving certificates, and it is desirable that the head master should have acquired a Middle English leaving certificate. Their pay will run from Rs. 15 to Rs. 20 per mensem, and may be as low as Rs. 12 in the case of junior teachers in large Middle Vernacular schools. In aided Upper Primary schools the head master should have acquired a Middle Vernacular leaving certificate, and the junior teachers should have acquired Upper Primary leaving certificates. The head master's and junior teachers' pay should not be less than Rs. 15 and 7 per mensem, respectively.

48. Article 35, regarding the certificating of teachers, applies to the teaching staff of aided schools, and the Director of Public Instruction will have power to order that a teacher who is already in employ, but who in his opinion needs training, should undergo a course of training as prescribed.

49. The Director of Public Instruction will have authority to order the dismissal of an aided school teacher who in his opinion is unfit for his duties. In the case of all aided schools in whose case monthly grant from public funds, whether local or provincial, is in excess of the amount provided by endowment or subscriptions, the appointment of teachers will be subject to the Director of Public Instruction's previous approval.

50. An application for the making or renewal of a grant-in-aid should be drawn up in the prescribed form and should bear the signature of the Manager or Managing Committee. If the grant is sought from local funds, the application should be submitted to the Local Board, through the Inspector, who will forward it to the Chairman, if admissible under the rules, with his opinion as to the merits of the application: the application, if approved by the Local Board, will be submitted to the Director of Public Instruction.

Applications for grants-in-aid from Provincial funds will be transmitted by the Inspector to the Director, with an expression of his opinion.

51. Every application to a Local Board or to the Director, for a grant-in-aid will receive an official reply. and in case of refusal of aid, the reason for such refusal must be stated.

52. When a grant is sanctioned, the proprietor or Managing Committee will sign an agreement on stamped paper to the effect that they will conduct the school

Responsibility of
management.

affairs, and be responsible for the collection and proper application of the school funds in accordance with the conditions of the grant.

Financial management of aided schools. 53. All receipts collected from any sources whatever, or for any purpose whatever connected with the school, must be entered in the cash book of the school.

54. Funds to the credit of an aided school may be deposited in the Government savings bank, or may be invested at a higher rate of interest, provided that the investment is approved by the Director of Public Instruction. The credit balance of every aided school should be deposited at the end of each month in the savings bank or with a local banker, being credited to the Secretary of the school by name. Drawals may be made from the deposits only for the payment of actual school expenses.

Inspection of aided schools. 55. Any school to which aid is given, together with all its accounts, books, and any other records, will be at all times open to inspection and examination by the Divisional, District, and Subdivisional authorities, the Director of Public Instruction, and the inspecting officers of the Educational Department; and to this end the records and accounts must be placed in such custody that they may be always accessible on the visit of an inspecting officer.

Abolition of aided schools. 56. If any aided school is abolished, the Government, or the Local Board, according as its grant-in-aid has been provided from Provincial or Local funds, may claim a fair share of any balance at its credit. If any difference of opinion arises as to the amount which may fairly be claimed under this rule, the matter will be referred to the Chief Commissioner for orders.

Period of grants-in-aid. 57. Grants should generally be sanctioned for a term of five years and should terminate at the end of the financial year. A grant should ordinarily be reduced on re-

newal when this can be done without serious loss of efficiency. Notice of any proposed reduction should be in all cases given to the managers, who should be allowed an opportunity of stating any objection that they may have to the reduction.

58. These rules will not entail the obligatory change of arrangements which are now in force under an agreement that has been entered into for a definite term of years, though endeavours should be made to procure their observance, so far as they apply in particular cases. But they will apply in all cases in which grants are to be renewed at the expiry of the term for which they have been sanctioned, and in the case of all newly opened schools. Indulgence will be shown in the case of teachers who having been appointed before the issue of these rules and not having the qualifications specified in Articles 47 and 48 have proved themselves to be capable men.

Section III.—High Schools.

59. Pending the institution of a School Final examination the principal function of High schools is to teach up to the standard of the Entrance examination of the Calcutta University. But a very large proportion of the students admitted to them do not reach the highest class, and High schools possess much general educational utility. The lowest classes are really vernacular classes, as English is not begun until the seventh, and is not used as a medium of instruction until the fourth class is reached.

60. The curriculum laid down for State and aided High schools, and the text-books prescribed for present use, will be found in Appendix V. Unaided schools are recommended to adopt this curriculum. The prescriptions of this curriculum will be no bar to the adoption of special courses of study, should such courses be required in the interests of

any considerable section of the students, and the Administration will be prepared, if such courses are instituted, to establish a special Final examination for them.

61. Pupils in High schools should continue the study of their own vernacular until the completion of the High school course,—that is to say, until they are prepared for the Entrance, or the School Final, examination. Head masters must not permit the pupils of the four upper classes to neglect their own language because they are studying English, and must insist upon the devotion of a certain amount of time to reading standard works in the vernacular, and must test proficiency in the vernacular in the course of the examinations for class promotion.

62. Pupils entering a High school from an Upper Primary or Middle Vernacular school will be placed in the eighth class for instruction in English, however advanced they may be in other subjects. To obviate loss of time in the repetition of lessons already learnt in subjects other than English, such pupils may (where this is possible) be allowed to read such other subjects in classes higher than that in which they are learning English. They should in any case be given promotion promptly as soon as they are fit for it, without reference to the scholastic year. There is no reason why such pupils should not be promoted twice, or even three times, within the year, if they have made rapid progress with their English studies.

63. Leaving certificates of the Middle standard, and of each of the four classes beyond that standard to which students leaving the school may have read, will be given by the head master without examination.

64. All new buildings and additions to buildings already existing must receive the approval of the Director before being taken in hand. This rule applies to aided as well as to Government High schools. The scale of apparatus approved for High schools will be found in Appendix VI.

65. The qualification and strength of the teaching staff of Government High schools will be as fixed in each case by the Director of Public Instruction. The provisions relating to aided schools are given below in Articles 71-72.

66. Save in so far as modified by the special provisions that follow, and substituting "Inspector" for Deputy Inspector in Art. 39(iv), Articles 39-58 relating to the conditions for grant-in-aid to Middle and Upper Primary schools, apply to High schools also.

67. No grant-in-aid can be made for the first time to any High school without the sanction of the Chief Commissioner, but the Director of Public Instruction has power to renew grants already made at the end of the period for which they were originally given.

68. No grant for capital outlay can be given without the sanction of the Chief Commissioner. Such grant will rarely be more than the amount subscribed by the public for the purpose.

69. An income, independent of fees, of not less than Rs. 20 per mensem must be assured by subscriptions or by the interest of an endowment. The monthly grant-in-aid will not in any case be more than five times the amount of this income, and, where education is in demand, will not be more than three times that amount.

70. Fees must be levied at the rates given in Chapter III, Arts. 184-187 and the number of free students must not exceed 10 per cent. of the roll number, as prescribed in Art. 202.

71. Counting the teachers of Sanskrit and Persian as one, there should be, on an average, one teacher for every 25 pupils, and the number of pupils, on an average, per teacher should never exceed 30. The qualifications and minimum monthly pay of the teachers (exclusive of the

teachers of Sanskrit, Persian, and Drawing, and the teachers of the lowest class) should be as follows:

Head master	Graduate	...	Rs. 80.
Second "	} Graduate or having	{ read up to B. A.	" 55.
Third "			" 45.
Fourth master	} Passed First Arts	{	" 35.
Fifth "			" 30.
Sixth "	} Passed Entrance	{	" 25.
Seventh " etc.			" 20.

N.B.—No master may receive less than Rs. 15.

72. It is desirable that all High school teachers of should have been trained in the practice of teaching, and the Director of Public Instruction may require any teacher to undergo a course of training, and may make the possession of a certificate of training a condition of appointment.

Pending the establishment of a special Training school for High school teachers, candidates for teacher-ships may be trained on the apprenticeship system.

73. Government and aided High schools should be periodically inspected by the Commissioner, the Deputy Commissioner, and the Subdivisional Officer, as well as by the Inspector and the Director of Public Instruction.

Section IV.—Girls' Schools.

74. Education that is confined to the boys of a people fails in securing some of its most important indirect advantages, and the Administration desires that female education should be actively promoted. Girls should be encouraged to read in boys' schools where that is not open to popular objection. But it is not to be expected that mixed schools will be generally acceptable above the Lower Primary standard; and for some time to come they will be uncommon in the Lower Primary standard. The provision of separate girls' schools for the Lower Primary,

Upper Primary, and Middle Vernacular standards is a measure which will deserve gradually increasing expenditure from Local and from Provincial funds.

75. Local Board and Municipal Lower Primary girls' schools may advantageously be established and maintained on the lines which are followed in the case of boys' Lower Primary schools. The capitation grant will be calculated in the manner prescribed for boys' schools: but the fixed salaries granted to mistresses should be on a more liberal scale.

76. Lower Primary, Upper Primary, and Middle girls' schools may be assisted from either Local or Municipal funds, in general accordance with the grant-in-aid rules, grants being made on a more liberal scale and conditions as to subscriptions, buildings, and the number and qualifications of the teaching staff being less strictly insisted upon. All grants-in-aid made under this Article require the sanction of the Director of Public Instruction, and will be liable to be withheld under his orders.

77. Grants made to Mission schools will invariably be provided from Provincial funds. Subject to budget limits, the Education Department will have authority to grant assistance to schools that merit it, or to establish schools where there is a case for their establishment.

78. The curriculum of girls' Lower Primary schools is given in Appendix VII. Special attention should be given to needlework, and lessons on cookery and domestic economy should, if possible, be included in the reading subjects. In standards above the Lower Primary, the curriculum will generally follow that prescribed for boys. In schools where drawing can be taught its practice is recommended.

79. The examination for special girls' Lower Primary scholarships will be based on the girls' Lower Primary curriculum. But girls who compete for open Lower Primary scholarships will of course be examined in the same subjects as boys.

80. It is desirable that the mistress of a girls' school should be a married woman, living with her husband. An arrangement which offers advantages is that man and wife should be both employed on the staffs of neighbouring schools.

81. It may in future be increasingly possible to obtain school mistresses from Mission schools where the teaching is directed by an English or American lady. The Administration has established a model girls' school at Sylhet, and some of its senior pupils may take to teaching. Female education will make but little progress, while schools are lacking of sufficiently high grade to train at least Lower Primary teachers.

Section V.—Special Schools.

82. The special schools in the province are the Berry-White Medical School at Dibrugarh, the European school at Shillong, Tols for the study of Sanskrit, and Maktabas and Madrassahs for the study of Persian and Arabic. There are no special Industrial schools, but the Administration has made provision for this branch of education by granting Engineering scholarships tenable in the Sibpur College and Industrial Apprentice stipends tenable at the workshops of the Dibru-Sadiya, Tezpur-Balipara and Jorhat State Railways and at private workshops.

83. The Berry-White Medical School and the European school at Shillong are managed under special rules, copies of which can be obtained by application to the Principal Medical Officer and to the Director of Public Instruction, respectively. Four scholars for the Apprentice Department and two for the Engineering Department of the Sibpur College are elected annually on the results of the First Arts examination and Entrance (or School Final) examination, respectively, by a Board consisting of the Director of Public Instruction and the

Chief Engineer. The rules for the grant of these scholarships can be obtained on application to the Director of Public Instruction or the Chief Engineer.

Industrial Apprenticeships. 84. Industrial Apprenticeships are granted under the following rules :—

- (i) Only such youths will be selected for apprenticeships as can be expected to take to working with their hands. A trial will be given to members of such races as the Khasi, the Garo, and the Kachari.
- (ii) To be eligible for apprenticeship, a youth (a) must belong to a family which is resident in Assam, (b) must be able to read and write the vernacular, and must possess some familiarity with the first four rules of Arithmetic, and (c) must be not less than 15, and not more than 18 years of age.
- (iii) The period of apprenticeship will be three years, with a fourth year added, if necessary for qualification.
- (iv) The monthly stipends will be, during the three years of the course, Rs. 6, Rs. 7, and Rs. 8, respectively. In Dibrugarh an extra rupee will be given. If the apprenticeship is extended for a fourth year, the stipend will be as during the third year.
- (v) No indenture bonds will be taken. But any apprentice, whose work or behaviour is unsatisfactory, will be liable to dismissal.
- (vi) The object being to turn out good general carpenters or blacksmiths, apprentices in railway workshops will not be permitted to join the fitter's shop. They must join either the carpenter's or the blacksmith's shop, and their employment in the fitter's shop should be limited to a period of six months at the beginning of the third year of their service.
- (vii) Qualification will be certified by the Executive Engineer of the division after practically testing proficiency in carpentry or blacksmith's work.

- (viii) Apprentices in railway workshops, who have not their home in the place of apprenticeship, must live in a boarding house, which will be constructed by Government in the vicinity of the workshop. A member of the workshop staff will exercise a general supervision over the boarding house, and will be allowed a monthly fee of Re. 1 per apprentice.
- (xi) A grant of Rs. 25 will be made to each apprentice who secures a certificate of qualification, in order to assist him in the purchase of tools.

85. The total number of apprenticeships which may be held in railway workshops at any one time under these rules will be—

Dibrugarh Railway Workshop	...	6
Tezpur Tramway Workshop	...	4
Jorhat Railway Workshop	...	5
		<hr/>
		15
		<hr/>

In addition to the above, three apprenticeships will be tenable in the workshops of such private artisans as may be selected as possessing special skill. These apprenticeships will be allotted and held under arrangements, which, so far as may be, will generally conform to those described above, and will include provision for the teaching of drawing. An apprenticeship in a private workshop held at Shillong will carry an allowance at the Dibrugarh rates.

86. Instruction in drawing will form an essential feature of the course. At Tezpur and Jorhat the railway workshop authorities have undertaken to arrange for having the apprentices taught drawing by a member of their staff. Apprentices in the Dibrugarh workshop will receive lessons in drawing from a subordinate in the Executive Engineer's office. The instructor will, in all cases, be allowed a fee of Rs. 2 per mensem for each pupil.

87. To encourage attention to the apprentices by the workshop staff, a bonus of Rs. 100 will be paid to the workshop authorities on the satisfactory completion of the course of each apprentice.

88. Of the amount annually expended under these orders, Rs. 2,400 will be drawn from the income of the "Williamson" endowment, and the apprenticeships will be known as "Williamson apprenticeships." Having regard to the terms of this endowment, and to the proportion of the total expenditure which will be charged to it, out of every five youths that are apprenticed four should belong to families that are resident in the Assam Valley or the hill districts.

89. The Superintending Engineer has undertaken to provide for prosecution of this scheme, which is more closely connected with the Public Works than with the Education Department. He will, in consultation with Deputy Commissioners and Executive Engineers, select the youths for vacant apprenticeships. It is hoped that Executive Engineers will interest themselves in the working of the arrangements, and will do all in their power to render them successful. They will be responsible for reporting vacancies that occur, and will, as already stated, be the examining authority for the grant of certificates.

90. A brief note on the working of this scheme of industrial education should be furnished to the Director of Public Instruction by the Public Works Department at the end of each financial year for incorporation in the annual Education Report.

Tols, Maktabas, and Madrasahs.

91. There can be no question of the desirability of keeping alive in this country a knowledge of Persian, Arabic, and Sanskrit.

But for the great majority of students an acquaintance with these languages ought to be supplementary to a general education,—not to be substituted for it,—and grants of public money for the encouragement of classical

studies will be made sparingly unless these studies go hand in hand with an ordinary education. Under the following rules a special concession is made to tols, maktab, and madrassahs which afford to their pupils a secular education in addition to their special courses of studies.

92. Grants of every kind made under these rules will be disbursed by the Education Department and will be charged to Provincial revenues. Local Boards will not have authority to make grants to tols, maktab, and madrassahs. With the sanction of the Chief Commissioner special grants may be made by Municipal Committees for the aid of such schools within Municipal limits.

93. No grant will be made to, and no special scholarship will be tenable in, any tol, maktab or madrassah which has not been recognised by the Education Department. Recognised tols will be divided into those in which first examination scholarships alone or second examination scholarships alone, or both may be held.

94. To each tol, maktab, or madrassah that teaches the Lower Primary curriculum, the rules relating to the payment and staff of village school masters and to the promotion of pupils will apply without the maxima limits fixed by those rules. Provided that the amount paid in fixed salaries may not exceed the said maxima by more than 50 per cent. and provided that the total amount paid each month to a single school may not exceed Rs. 30 without the special sanction of the Chief Commissioner.

The capitation grant will be paid not to the head master but to the management of the school, to be applied as considered best for the benefit of the school.

95. Schools that earn grants under the preceding rule will not be allowed to earn special stipends under the rules that follow, but their pupils may compete for special scholarships.

96. Tols, maktabas, and madrassahs which do not earn capitation grants under the preceding rules may be assisted by the grant (i) of special one-year stipends to the teachers and (ii) of special two-year scholarships to the pupils, tenable on the usual conditions of good conduct and satisfactory progress.

97. The special scholarships and special stipends will be awarded annually on the result of examinations which will be called the First and Second tol examinations and the First and Second madrassah examinations, respectively. Due notice of the dates of these examinations will annually be given in the gazette.

98. The subjects of the tol examinations will be :—

First Tol Examination.

- (1) Translation from vernacular into Sanskrit and *vice versa*.
- (2) Grammar.
- (3) Literature.
- (4) Smriti.
- (5) Puran.
- (6) Astronomy.
- (7) Logic.
- (8) Philosophy.

Second Tol Examination.

- (1) Translation from vernacular into Sanskrit and *vice versa* and easy writing in Sanskrit.
- (2) Grammar.
- (3) Literature.
- (4) Smriti.
- (5) Puran.
- (6) Astronomy.
- (7) Logic.
- (8) Philosophy.

99. There will be four sets of papers, two for the Brahma-putra, and two for Surma Valley. Each candidate must qualify in (1) and in one or more of the remaining seven subjects, the qualifying marks in each subject being 33 per cent. of the marks allotted to it.

100. Pupils who pass will receive from the Director of Public Instruction first and second grade certificates, according as they obtain at least 70 per cent., or at least 50 per cent. respectively, of the aggregate marks allotted to the subjects the pupil has taken up.

101. On the results of the First and Second tol examinations scholarships will be awarded of Rs. 3 per month each and tenable for two years at recognised tols. These scholarships will be limited to six in number for candidates from the Brahmaputra Valley at either examination and to five for the first and four for the second examination for candidates from the Surma Valley.

102. The courses of the First and Second madrassah examinations will be generally those prescribed in the 7th and 5th classes, respectively, of the Calcutta (higher grade) Government Madrassah. The courses and the text-books prescribed for the present are :—

Madrassah scholarships.

First Madrassah Examination.

1. Arabic Literature—Kal Yubih—1st half.
2. Arabic Grammar—Hedayet Un Nuh
Fosule Akbari, to the end of Mara-af.
3. Logic—Viyan Mantik.
4. Persian Literature—Pirai Khirad Shah Nama Khanji.
5. Persian Grammar—Zuabetz-Farsi, up to the discourse in letters
6. Translation from Persian to Assamese and Bengali and *vice versa*.
7. Arithmetic (in Assamese and Bengali)—First four rules, simple and compound, and reduction.

Second Madrassah Examination.

1. Arabic Literature—Poetry—Dewan Ali—1st half; Prose—Ekwan-us-Safa above
Khutbe Sursur.
2. Arabic Grammar—Sharemullah up to Marfuat.
3. Logic—Share-Tabjit above Zabeta.
4. Theology—Num Yatul Musalli—from Fulse Asar to the end.
5. Persian Literature—Anwar-Suheli—1st half of the 1st Bab.
6. Persian Grammar—Abdul Was—1st Bab.
7. Translation from Arabic and Persian into Assamese or Bengali and *vice versa*.
8. Arithmetic (in Assamese and Bengali)—First four rules, simple and compound, reduction, G. C. M., L. C. M., and simple fractions.

103. The Director of Public Instruction will have power to add to, or alter, any of the text-books on a report by the Inspector, if the latter be supported by a Committee of Maulvis. All changes will be notified at least six months before the date of the examination.

104. In order to pass, a pupil must obtain 25 per cent of the total number of marks of each subject, and 30 per cent. of the marks in the aggregate. Of the candidates who pass those who obtain 60 per cent. or more of the aggregate marks will be placed in the first division and those who obtain less in the second division.

105. On the results of the First madrassah examination scholarships of Rs. 3 each per mensem will be annually awarded. They will be tenable for two years at any regular madrassah or maktab which is on the register maintained by the Deputy Inspector, and where there are arrangements for teaching the second examination. The scholarships will be limited in number to six for the Surma Valley, and to three for the Brahmaputra Valley. But any madrassah scholars of the Brahmaputra Valley who may have to go outside the valley for the prosecution of his studies in a madrassah will have his scholarship increased to Rs. 5 per mensem.

106. On the results of the Second madrassah examination three scholarships will be awarded each of Rs. 7 per mensem tenable for two years at the Calcutta, Dacca or Chittagong madrassahs in Bengal.

107.* No student will be allowed to appear at the Second madrassah examination unless he has passed the First madrassah examination.

108. A student who has passed the old madrassah examination held by the Deputy Inspector or the old maktab examination in Arabic as well as in Persian will be considered to have passed the Second madrassah examination.

* This rule will not be enforced until the year 1907.

109. No student will be allowed to compete for scholarships at any tol or madrasah examinations who has read a course higher than that in which he presents himself for examination.

110. A student who passes but does not obtain a scholarship may compete again for a scholarship within the two years next following the date of his passing.

111. No student who is not a resident of Assam will be eligible for a scholarship.

112. No student will be allowed to hold more than one scholarship in any one year.

113. Scholarships will be held subject to good conduct and satisfactory progress, and will be disbursed under the ordinary rules.

114. Students who pass the examination may earn stipends for their teachers as well as scholarships for themselves. Such stipends, tenable for one year, will be awarded to tols, maktabas, or madrasahs which stand highest in the aggregate marks gained by the pupils passed therefrom. In calculating the aggregate marks for this purpose, no account will be taken of the marks of candidates who have not read in the institution for at least twelve months preceding the examination, or of candidates who have passed the examination in any previous year.

115. The following stipends will annually be offered to teachers of tols.—

First Tol Examination.

Brahmaputra Valley.				Surma Valley.	
2	stipends of Rs. 8	per month		6	stipends of Rs. 10 per month each.
3	"	"	7	"	
4	"	"	6	"	

Second Tol Examination.

Brahmaputra Valley.				Surma Valley.	
1	stipend of Rs. 15	per month		4	stipends of Rs. 12 a month each.
1	"	"	12	"	
1	"	"	10	"	

116. To teachers of maktab and madrassahs in both the Brahmaputra and Surma Valleys the following stipends will be annually offered, being awarded on the results of both examinations taken together :—

2 stipends of Rs. 10 per month each.

2 " " 8 "

4 " " 7 "

117. To be eligible for stipends a school must maintain an admission register and a register of daily attendance. In tols, the average daily attendance must be at least seven. In maktab and madrassahs, there must be an average monthly roll number of twenty, and an average daily attendance of at least twelve.

118. Stipends will be liable to forfeiture for misconduct or neglect of pupils.

Section VI.—Training Schools.

119. The object of a training school is not only to continue the literary education of a candidate for a teachership. It is to familiarise him with the art and practice of teaching and to impress upon him, in the interest of his future pupils, the observance of sound discipline and morality.

120. An essential feature of a training school is the attachment to it of a practising school in which the candidates are actually exercised in teaching.

121. In the plains districts Lower Primary teachers are trained by apprenticeship as described in Articles 19-21. It is contemplated to add to this apprenticeship a six-months' course in a special training class.

122. Special training classes are maintained for village school masters in the Garo Hills, Khasi and Jaintia Hills, Naga Hills, and Lushai Hills. There is also a special training class for Kachari school masters at Tezpur.

123. Upper Primary and Middle Vernacular school
 teachers are trained either at the Gauhati Normal School or by apprenticeship (see Articles 36-37). For schools in the Khasi and Jaintia Hills, a certain number of teachers are trained in a special class at the Shillong High School. It is in contemplation to enlarge and improve the Gauhati school and to establish a similar school for the Surma Valley.

124. There is no institution for the training of
 English teachers for either Middle or High schools. A trial is being made of apprenticeship in High schools. The establishment of a Training school for English-knowing teachers is under consideration.

Section VII.—Schools in Hill Districts.

125. The object of the schools in Hill districts being
 Medium of instruction. to civilise the inhabitants and develop their intelligence, it is laid down as a fixed principle that instruction must be conveyed through the medium of the tribal language. The principle is based on the experience, not alone of the great success of its adoption, but of the failure of Hill district schools where Assamese or Bengali had been taught. As none of the Hill tribes have a character of their own, the books used in the schools are in the English character, which has been found by experience to be much more easily learnt than any other.

126. The curriculum required is usually one for the
 Curricula. Lower Primary standard. The curriculum laid down for Lower Primary schools in the plains should be applied with such modifications as may appear proper to the Director of Public Instruction. The curricula for schools other than those of the Lower Primary standard, which are usually Training schools for teachers, will be regulated by the Director of Public Instruction on the basis of the curricula prescribed for schools in the plains.

127. All schools in Hill districts are under the superintendence of the Deputy Commissioner, subject to the control of the Education Department. The immediate management is generally in the hands of the Missionary Societies, who have settled in the particular districts. Grants in lump sums are given from the Provincial funds to the Societies, subject to the condition that the education afforded is efficient to the satisfaction of the Director of Public Instruction.

128. In the Khasi and Jaintia Hills, the Welsh Calvinistic Methodist Mission manage the schools. In the Naga Hills the American Baptist Missionaries manage Training schools at Impur and Kohima, but the village schools are Government schools under the Deputy Commissioner. In the Garo Hills, most of the schools are under the Deputy Commissioner, but many are managed by the American Baptist Mission, with the aid of a lump grant. In the Lushai Hills, the schools in Aijal subdivision are managed by the Welsh Mission, and in Lungleh by the American Baptist Mission. The Welsh Missionaries manage the schools in the North Cachar Hills, while the Mikirs are provided for by the American Baptist Mission, and the Kacharis in the sub-montane tracts of Darrang by the Society for the Propagation of the Gospel.

In Manipur, education is provided from the State funds under the control of the Political Agent.

Section VIII.—Unaided Schools.

129. Unaided schools are entitled to sympathetic recognition on account of the important part they play in the development of the education of the province. Their pupils are admitted to compete for Government scholarships, provided that they observe the rules laid down for the transfer of pupils from one school to another and for the levy of fees,

130. Unaided schools should furnish the returns required for the Annual Report on Education and such other returns as the Director of Public Instruction may request them to submit.

131. As school scholarships are awarded on the results of examinations, the courses of which are given in the school curricula, it is expected that, for their own advantage and that of their pupils, all unaided schools will adopt the curricula prescribed for Government and Aided schools.

CHAPTER II.—DISCIPLINE AND PHYSICAL TRAINING.

132. The secular character of education in this country makes it imperative to keep in mind the object for which educational institutions were established, namely, that of promoting the moral and physical, as well as the intellectual, training of their students. Moral training, which includes the inculcation of good manners, depends not so much on teaching conduct by means of moral text-books, as in the influence of carefully-selected and trained teachers, the maintenance of a high standard of discipline, the institution of well-managed hostels, the proper selection of text-books, such as biographies, which teach by example, and, above all, in the association of teachers and pupils in the common interests of their daily life.

133. A school training which does not inculcate sound morality, good manners, and respect for constituted authority is deficient in most essential matters. Masters of all schools must bear this in mind. Their responsibility for the good conduct of their pupils is not limited by the walls of the school-house, and they will be held to have failed to prove their ability to manage their schools, if their boys are guilty of misconduct or are rude or discourteous in their manners. Masters will be supported in checking misbehaviour by punishment.

134. Great importance is attached to the provision of hostels or boarding-houses in connection with colleges and secondary schools. These institutions protect the students who live in them from moral dangers to which they would be exposed, if living alone in towns: they provide common interests and create a spirit of healthy companionship: and they are largely in accord, not only with the usage of English schools, but also with the ancient Indian tradition that the pupil should live in the charge of his

teacher. The latter custom is reproduced as an essential principle of the hostel system in the supervision of a resident teacher, which must always be insisted on. While the Administration does not in any way intend to interfere with caste prejudices, it must be borne in mind that meals must be taken in common as much as possible, the students being divided into convenient messes of about 10 or 12 each according to their castes or their wishes.

135. The standard dimensions of hostel accommodation is as follows :—

- (i) *Dormitories* —Floor space of 60 square feet and cubical contents of 700-800 feet per inmate, excluding verandahs.
- (ii) *Cooking and dining sheds combined.*—Floor space of 15 square feet per boarder in all districts except Darrang, Nowgong, Sibsagar, and Lakhimpur, in which the space may be 20 square feet per boarder.

136. Free medicines and medical attendance are provided for the inmates of hostels attached to Government colleges and schools, but to no other students. Hospital Assistants attending these hostels receive an allowance of Rs. 5 per mensem when there are less than 50 boarders, and Rs. 10 when the number of boarders is 50 or over.

137. Punishment for breaches of school discipline should be of such a nature as to fall on the offender rather than on the parents or guardians of children. For this reason fines should not be inflicted for ordinary breaches of school discipline ; but there are some cases in which the fault lies quite as much with the parents and guardians as with the pupils, such as absence from school, late attendance, or squalid dress ; in these cases the proper mode of punishment is to inflict fines, as it is the duty of parents or guardians to take care that their children are cleanly clad, attend school regularly, and are present at the opening hour.

138. In other cases, such as breaches of school rules, inattention at class, coming to school with lessons badly prepared, insubordination, bad conduct, etc., it will usually be found that detention after school hours, or during recess, will be a sufficient punishment in the first instance; but sometimes a judicious use of the rod will prove more efficacious. It should, however, be remembered that, in the case of grown-up boys, or in the case of boys of delicate constitution, it may not be wise to inflict corporal punishment. In both of these cases detention will be found most suitable. Detention should take two forms:—

First.—Compulsory stillness, which is considered the best kind of punishment for riotous and unseemly conduct, etc.

Second.—Detention with tasks, which is suitable in the case of non-preparation, inattention, etc. The task or imposition should not be too long, and should be such as is within the capacity of the boy to learn. It may be taken, as a general rule, that an imposition should not consist of more than 100 lines, and further, a boy should not be detained more than one hour after the school closes. In every case of detention careful supervision is absolutely necessary, and for this purpose one of the teachers should be left in charge of the pupils who are to be punished by detention.

139. It should be clearly understood that corporal punishment (caning or cuts on the hand with a cane) is to be an exceptional form of punishment, and should only be inflicted by the head master, who is to record every case of such punishment in a book specially kept for that purpose. Corporal punishment to be efficacious should not be inflicted hastily, as loss of temper absolutely destroys the whole moral effect of such punishment. When a case arises in which a junior master considers corporal punishment necessary, the case should be reported in writing to the head master, who will then record his order in the book kept for that purpose, and this order should be read out in school as a warning to other boys. Some of the highest authorities on school

discipline consider that in most cases it is better to inflict corporal punishment in private, *i.e.*, after the school closes for the recreation hour, or for the day, or in a private room, such as the library in a high school, but in some rare cases it may be necessary to inflict it in public. The question as to whether corporal punishment is to be inflicted privately or in public must be left to the discretion of each head master. At the same time head masters should bear in mind that, although it may be necessary in some cases to make punishment public, yet, as a rule, it will be found best to administer it privately. They should further note that it should be so administered as to inflict pain only, without bodily injury.

140. When ordinary punishment fails to have the desired effect, suspension from attendance (rustication) and, as a final and extreme case, expulsion will have to be resorted to. Head masters are authorised to suspend boys, *i.e.*, not allow them to attend school, pending final orders in each case. When rustication or expulsion is considered necessary, the head master should, after such investigation as he considers necessary, submit the case to the Inspector for orders.

141. The foregoing are the broad lines on which punishment is to be administered, and full discretion is left with head masters to decide what form and to what extent punishment should be inflicted in each case. It seems scarcely needful to point out that it should very seldom be necessary to have recourse to corporal punishment, that the frequent infliction of corporal punishment would speak very badly for the discipline of the school, and would further indicate a serious defect in the organisation and in the personal influence of the teachers to preserve order and discipline. The only recognised form of corporal punishment is caning on the body or hands, and such punishments as boxing, pulling ears, knuckling, etc., are strictly forbidden, as these methods are undignified, and are believed to be of little use, being administered on the spur of the moment without due reflection.

Transfer Rules.

143. A student expelled or rusticated for misconduct cannot be admitted to another school without the express sanction of the

General. Director of Public Instruction.

143. A student attending any school but a Lower Primary school and wishing for a transfer to another school, before he completes the school course of instruction, must secure from the head master of the school he wishes to leave a transfer certificate in the following form :—

" Certified that _____ son of _____ an inhabitant of _____ was in the _____ class of the _____ school up to _____ and left with a _____ character. All sums due by him have been paid. He has (or has not) passed the examination for promotion to the _____ class. His age on leaving is believed to be _____ years _____ months.

Dated

Head Master."

This certificate will not be given to a student who has been guilty of gross misconduct or has been expelled, or who has not paid his schooling fees as specified in Article 146.

An Upper Primary or Middle school leaving certificate counts as a transfer certificate.

144. Applications for a transfer certificate must be made to the head master by the student's legal guardian either personally or by letter (registered, if necessary).

- 145 The head master must give the certificate free of charge without any avoidable delay, unless there is cause for refusal on account of misconduct or non-payment of the amount due to the school. The grounds for such refusal will be communicated to the applicant in writing.

146. The amount due to the school will be calculated by regarding the date of the receipt of the application as the date on which the student's connection with the

school ceased, and no fees will be charged to him for any subsequent month, unless warranted by the school fee rules. But if the sums due are not paid within three days of the pupil's receiving intimation of their amount, he will be treated as "absent without notice" and will be liable to pay fees for the whole of the month in which his application was made, and for the following month in addition.

147. Under no circumstances should a boy be permitted to evade the payment of fees due for holiday months by migration from one school to another or by withdrawal from a school with the intention of taking re-admission into the same school.

148. In case of a dispute regarding the sum due, a provisional certificate will be given and the case referred to the Inspector for orders.

149. If the certificate is not given within three days of the payment of the amount due to the school, the matter may be referred to the Inspector.

150. Transfers from school to school are to be discouraged except (1) in the case where a boy leaves a school of an inferior for one of a superior grade, and (2) in the case of change of residence of the boy's parents, guardian, or patron.

151. To procure admission to another school, the student should be accompanied by his guardian or produce a letter of application from him, and must produce his transfer certificate or leaving certificate. Without the sanction of the Inspector no student can be admitted to another school, save on account of the change of residence of his parents or legal guardian except at the beginning of the school year, or within one month after the date on which the new classes are formed. The fact of his admission should be endorsed on the certificate.

152. In addition to the transfer certificate, a boy coming from a High school may be required to produce his scholar's register.

153. A student whose transfer is entailed by a change of residence of his parents, guardian, or patron will be excused the payment of an admission fee. In other cases an admission fee will be levied equal to one month's fees, if the transfer is to a school of superior grade, and equal to three months' fees if the transfer is to a school of similar or of lower grade.

154. No student will be regarded as having been admitted to a school until his name has been entered in both the admission book and the register of a certain class.

155. A student admitted on transfer may not be placed in a higher class than that which corresponds to the class in which he was placed in his former school. Provided, firstly, that a student who passed for promotion in his former school may be given such promotion in his new school; secondly, that this rule may be relaxed by the Inspector in the case of a High school boy who has been studying at home. This rule does not apply to students transferred from Vernacular schools to schools in which English is taught.

NOTE.—It would be a violation of this rule to send up a pupil to the Entrance Examination before he had been promoted in due course to the first class of the school.

156. After admission under the foregoing rules to any one of the highest three High school classes, no pupil can be promoted to a higher class before the next annual examination of the school.

157. The examination for class promotion will not be recognised in any school which has not been *bond-fide* in existence from the beginning of the session.

158. A student who has procured a transfer by producing a false document or making a false statement as to his attendance at any school will be liable to expulsion and will be reported to the Director by the Inspector. It will be the duty of the Deputy Inspector to bring to the Inspector's notice any such cases occurring in schools other than High schools.

Cases of fraud.

159. The transfer of Government scholarships and free studentships will be subject to the previous sanction of the Inspector. **Scholars and free students.** This sanction will be withheld, unless satisfactory reasons are given for the transfer.

160. A student who has failed at the test examination cannot be sent up to the Entrance Examination as a student of any other school, nor as a private student. **Special cases.**

161. All disputes between one head master and another as to the enforcement of these rules must be referred as soon as possible, in the case of High schools, to the Inspector, and, in the case of other schools, to the Deputy Inspector, who, if he feels that he cannot deal with the case, will refer it to the Inspector for orders.

162. The transgression or evasion of any of the above rules by the authorities of any school will render the school liable to be barred from sending up candidates for any scholarships, and from admitting pupils holding Government scholarships. In the case of a High school, it may entail a report to the University. **Penalties for evasion.**

Physical Training.

163. Play-grounds should be provided for all High schools which lack them, and endeavours should be made to provide them for schools of all classes. Applications for grants for this purpose should be submitted to the Director of Public Instruction. **Play-grounds and games.**

164. To encourage out-door games, such as cricket and football, and to meet the expenditure thereon in the Cotton College and in High schools, annual grants will be made of three times the amount subscribed by the students subject to a limit of Rs. 150 for the Cotton College and Rs. 75 each for High schools. Donations from outside may be reckoned as subscriptions from the students for the purpose of calculating the amount of the grant.

165. Deshi-kasrat must be learned by the teachers of all classes in Government, Local Board, Municipal, and Aided schools and by candidates for teachers' certificates, but teachers of the age of 40 years and upwards and those who are physically unfit for going through the exercises may be excused on production of a medical certificate from competent authority. It is, however, absolutely necessary that all masters should be able to teach these exercises and to put the boys through the course. Inspecting officers ought to be able to put students through the exercises to show how they are to be performed.

166. The Administration attaches great importance to physical training, and it must be understood that schools in which boys are neglected in this respect will be considered a discredit to their masters and to the officers who inspect them. It is not sufficient that the boys should learn these exercises and be able to perform them. The whole school should be put through the exercises for at least fifteen minutes on four days in each week, and it should be remembered that it is more profitable to select two or three exercises for practice on each occasion and to repeat them over and over again, than to take the boys through a large number of exercises without frequent repetition. A Lower Primary school master will be liable to a reduction of fixed salary if his school is found to be inefficient in *deshi-kasrat*.

CHAPTER III.—SCHOOL ADMINISTRATION.

Section I.—General.

167. It should be a head master's endeavour not only to keep the school house and its compound neat, but to render them as pretty as possible. The school should be an institution in which not only the teachers and pupils, but the town or village can take pride. The pupils should be encouraged to improve the school surroundings by planting ornamental shrubs or trees where they are required, and by establishing a school flower garden. To Government or aided schools which will undertake to establish flower gardens, seeds will be supplied by the Director of Public Instruction free of cost, and vegetable seeds will also be supplied in cases where, in addition to a flower garden in front of the school house, a vegetable garden is established at one side of or behind it.

168. Teachers in all schools should prepare the lessons of their classes at home before they meet their pupils to teach them. They should also constantly strive, by dint of private reading, to improve and make themselves more efficient as teachers. Inspectors, Deputy Inspectors, and Sub-Inspectors should pay great attention to these orders, and should note whether they are carried out by the masters of schools inspected by them. The head masters of High schools are responsible for seeing that their staff make adequate home preparation and prepare notes and explanations for their classes in each subject.

169. The lowest class in schools of all grades will ordinarily be subdivided into sections. Promotion from one section to another should be given when a boy is fit for it and without reference to any fixed period.

Correction No. 6, to be made in manuscript, in article 170, on page 48.

In line 6 *after* the word " permission" *insert* the words " of the Inspector."

should never be allowed to remain in this class for a longer period.

171. In High schools a Hindu boy should reach the fourth class before reaching the age of sixteen and a Musulman boy and boys of aboriginal tribes, such as Kacharis, Miris, etc., before the age of eighteen. Any boy who, through want of attention and diligence, has not risen to the fourth class on reaching these respective ages, may be required by the head master to withdraw from the school.

172. The school year in all schools other than Lower Primary schools will begin on the 1st April and end on the 31st March following. The initiation of new classes, after the class promotion examinations, will take effect from the beginning of the school year. In Lower Primary schools the educational year is not regulated by fixed dates and the formation of new classes will be effected at the visit of the inspecting officer to hold *in situ* examinations for leaving certificates and class promotions (*vide* Arts. 6 and 7).

173. In all schools above the Lower Primary standard there are in each school year two periods of vacation, the Summer vacation and the Durga Puja vacation. In the Brahmaputra Valley the summer vacation lasts 45 days and the Puja vacation 12 days: in the Surma Valley the periods are 27 and 33 days, respectively. The dates of the commencement of these vacations will be fixed annually by the Director of Public Instruction. As a general rule, the summer vacation will end for the whole Province about the middle of June.

174. In addition to the two periods of vacation, the schools above referred to will be closed on Sundays and such festivals or Government holidays as the Director of Public Instruction may announce annually.

175. In Lower Primary schools, periods of vacation and holidays, excluding Sundays, may not exceed 40 days in each calendar year. The dates of vacations and holidays will be fixed by the Inspector in accordance with the custom of each district.

176. Cramming should be discouraged, whether for Cramming and the annual class promotion examinations or for the Entrance examination. examinations. The annual class promotion examinations should not be held earlier than is necessary in order to form new classes by the 1st April, and generally should not be held before the middle of March. Cramming should not be facilitated by spreading the class promotion examinations over a period of alternate days.

177. The use in Government aided or unaided schools of "keys" and such unrecognised aid is forbidden; the students must study the original text-books, and may be taught to make abstracts themselves. Masters must use every means to stop the use of such books by the pupils, and they are themselves prohibited from preparing keys or being in any way prior to their preparation or use.

178. Progress reports of scholars, free students, and apprentices will be submitted in the prescribed form half-yearly, on the results of the half-yearly and annual examinations being known.

179. The report on Middle and Upper Primary scholars in High schools should be submitted by the head master direct to the Inspector: all other reports should be sent to the Deputy Inspector. The Deputy Inspector will obtain the Local Board's remarks in case of Lower Primary scholars, and forward the reports with his remarks to the Inspector for final orders.

180. In Lower Primary schools the following registers must be maintained :—

Registers.

- (i) Admission Register.
- (ii) Daily Attendance Register, with column for an abstract of daily attendance and the realisation of fees.
- (iii) Inspection book.

181. The registers to be maintained in Upper Primary and Middle schools are as follows :—

- (i) Admission Register.
- (ii) Daily Attendance Register, giving in addition the abstract of daily attendance.
- (iii) Fee Register.
- (iv) Attendance Register of masters.
- (v) Cash Book.
- (vi) Acquittance Roll of masters.
- (vii) Acquittance Roll of scholars.
- (viii) Contingent Register.
- (ix) Punishment Register.
- (x) Inspection book.

182. In High schools, besides the registers mentioned in the last Article, there must be maintained a register of each scholar of every kind and a conduct register for all students, to be kept by the head master.

Section II.—Fees.

183. Fees include *schooling fees*, payable monthly and varying in rate according to the **Classification.** class, *promotion fees*, payable when a student of the school is promoted to a superior class, *admission fees*, payable when a pupil first enters the school, and such *fines* as may be inflicted in the way of punishment. All sums realised from fees and fines in Government schools should be deposited in the treasury as soon as possible.

184. The following are the minimum rates at which *schooling fees* are to be levied in Government and aided schools :—

Fee rates.

		High.	Middle English.	Middle Vernacular.	Upper Primary.
		Rs. a.	Rs. a.	Rs. a.	Rs. a.
First class	...	3 0	1 0	0 10	0 5
Second "	...	2 8	0 14	0 8	0 4
Third "	...	2 4	0 10	0 6	0 3
Fourth "	...	2 0	0 8	0 5	0 2
Fifth "	...	1 12	0 6	0 4	0 1
Sixth "	...	1 8	0 4	0 3	...
Seventh "	...	1 4	0 2	0 2	...
Eighth "	...	1 0	...	...	...
Ninth "	...	0 12	...	...	...

185. In specially backward localities a lower scale may be adopted, with the sanction of the Director of Public Instruction; or—in the lower classes at all events—fees may be remitted altogether.

186. *Promotion fees* should be levied in all schools above the Lower Primary standard, and at a uniform rate for all classes in the school: the rates are 4 annas for High schools, 3 annas for Middle English schools, 2 annas for Middle Vernacular schools and 1 anna for Upper Primary schools. They should be credited to a fund, which in English schools should be utilised as a fund for games, and in Vernacular schools as a fund for games or for repairs to the school house or both, according to the discretion of the management.

187. Before a boy is allowed to attend school, he must pay an *admission fee* equal to the monthly fee of the class in which he is admitted. The payment of an admission fee does not exempt a boy from the payment of the schooling fees for the month in which he is admitted.

188. The legal guardian of a boy attending school will be held responsible for the boy's dues to the school until such time as the boy's connection with the school is terminated under these rules or under transfer rules (Chapter II, Article 143).

Levy of fees.

189. The schooling fees for a month become due on the 1st of that month, but may be paid without fine up to the 15th. If the fees are not paid by the 15th, a fine of one anna per day will be inflicted up to the 20th.

190. If the month's fees together with the fine are not paid by the 20th, the student will be considered as temporarily suspended from the membership of the school: and unless he is re-admitted within two months his lien on the school will be considered to have ceased.

191. If the student rejoins within two months from the date of his suspension he will be required to pay the fine and the fees due at the time of his suspension, together with the fees for the time during which he was suspended.

192. If the student rejoins on or after the expiry of two months from the time of his suspension, he will be required to pay the fees and fine due at the time of his suspension and the fees of the time of his absence and, in addition, a re-admission fee equal to one month's fee of his class.

193. Vacation fees should be realised before the school closes for the vacation.

194. Officers transferred on public grounds from one station to another who have already paid the schooling fee for their children or for those students to whom they stand in the position of guardians, in any Government, aided, or unaided school in the place from which they are transferred, will not be required to pay again the fee for the same month in any Government, aided, or unaided school in the place to which they are transferred. They will also be exempted from paying a second entrance fee.

This rule will apply to the children of private persons in similar circumstances, who can show sufficient reason for changing their schools.

195. Boys leaving a school, other than a High school, during the rice planting or rice harvesting season with the intention of returning when the season is over, will be exempted from the payment of a second entrance fee on re-admission.

196. A pupil quitting a school without notice will be liable to pay fees, together with *fines for absence*, for one month subsequent to that in which he last attended school, after which his connection with the school will be considered to have ceased.

197. The rates of *fines* for absence will be settled for each school by the Inspector in consultation with the head master, who should refer the matter through the Deputy Inspector.

198. A pupil may not be sent up to the Middle Scholarship examination nor allowed to appear at the test examination until he has paid all sums due to his school, including fees to the end of the school year. A pupil may not be sent up to the Entrance examination until, in addition to the above, he has also paid fees to the end of May.

199. Wilful transgression or evasion of any of the **Penalties for evasion.** above rules by the authorities of any school will render that school liable to be barred from sending up candidates for any scholarship examination, and from admitting pupils holding Government scholarship, and, in the case of a High school, it may entail a report to the University.

200. To enable poor students of ability to continue their education, a limited number are **Free Studentships.** allowed to read free in High, Middle and Upper Primary schools, provided as a general rule that they have reached the third class of their school. This privilege is termed a free studentship.

201. Free studentships in Government High schools are granted by the Director of Public Instruction and in other Government schools by the Inspector; and, save in backward localities, they should ordinarily not exceed 4 per cent. of the number of students on the roll, and should be limited to boys who have reached the third class of the school, and who are natives of the province.

202. In aided schools free studentships are granted by the Managing Committee at their discretion subject

to extreme maxima limits of 10 per cent. of the roll number in High schools and Middle English Schools and 25 per cent. in Middle Vernacular and Upper Primary schools.

203. The free studentships given under the above rules are exclusive of students who are exempt from the payment of fees under the terms of their scholarships.

204. An application for a free studentship in a Government school may be submitted to the head master of the school in which the boy reads, who will forward it with his remarks to the Inspector. But applications for free studentships in Government schools may be received by the Deputy Inspector or by the Inspector.

205. In granting free studentships it should be borne in mind that poverty alone is not a sufficient recommendation : the general progress, conduct, and attendance of the applicant should be taken into account, and also his natural ability.

206. Free studentships in Government schools will be tenable on the condition of good progress, conduct, and attendance : for the latter condition not less than 75 per cent. of the working days will be considered good attendance.

Special privileges.

207. Students who are specially recommended by the Deputy Commissioners of their districts, as belonging to Ahom families, who are of the better class, but are in very straitened circumstances, will, under the orders of the Inspector, be excused the payment of fees in Middle and High schools, and, under the orders of the Director of Public Instruction and, subject to a limit of two students admitted annually, at the Cotton College, Gauhati. If this concession leads to the grant of an unreasonably large number of exemptions, the Director of Public Instruction will refer for orders the question of imposing some limitations.

208. Poor Muhammadan boys resident in the Cachar district without limit as to number, and poor Hindu boys to the number of 30, whose legal guardians are *bond fide* natives of the Cachar district, are allowed to read at half-rates in the Silchar High School, and the entrance fee of these boys is fixed at half the ordinary rate.

209. For Muhammadan boys, the applications should be submitted to the head master of the Silchar High School through the Muhammadan Association of Silchar, who should, when forwarding the application to the head master, record their opinion as to whether the applicant is deserving or not of the concession asked for. The head master should submit the application to the Inspector, who will pass final orders in each case.

210. For Hindu boys, each case should be laid before the Local Board by the head master for opinion and then submitted to the Inspector for final orders.

211. The children of Military and Civil Police below the ranks of Jemadar or Sub-Inspector or are allowed free education up to and including the fifth class of all Government High schools, in all Government Middle and Primary schools and (subject to the above limitation in the case of High schools) in aided High and Middle schools, provided there is not a Government school in the neighbourhood. The application should be countersigned by the Commandant or District Superintendent of Police.

212. Teachers in Government schools drawing salaries not exceeding Rs. 50 per mensem will be allowed the privilege of educating in the school in which they are employed, one son free and one son at half the usual rates of fees. This concession does not apply to nephews or wards. The Inspector will decide cases coming under this Article.

213. The above privilege may also be extended to the children and orphans of retired officers of the Education

Department whose pensions do not exceed Rs. 25 per month, and to the orphans of officers who died in the service of the Education Department while in receipt of pay not exceeding Rs. 50. Cases coming under the Article will be decided on by the Inspector, to whom applications should be made by the fathers or guardians as the case may be.

214. The above special privileges are liable to forfeiture in the case of students who are not well behaved or who fail to pass their class examinations.

Penalties.

215. The number of free and half fees students reading in any school under these special rules should be separately stated in the monthly returns of that school, and these numbers will be excluded from the limits given in Articles 201-202.

Returns of privileged students

Section III.—Disbursement of scholarships and stipends.

216. Scholarships will be payable monthly. The bills for Local Board or Municipal scholarships will be countersigned by the Chairman, and the bills for Provincial scholarships by the Inspector. These bills should be submitted by the head master concerned on the 1st of the following month.

Bills.

On receipt of the countersigned bill, the head master will at once cash it and make the necessary disbursements, taking the receipt of each scholar in the scholars' acquittance register.

217. Casual leave, in cases of urgency, may be given to a scholar for not more than ten days in the year, and not more than three days at a time. For such period the full amount of the scholarship may be drawn.

Leave to scholars.

218. Leave on account of illness, the existence of which is certified by a qualified medical officer, or, in

default of the certificate, is within the knowledge of the head master, may be granted to a scholar without forfeiture of any portion of his scholarship up to a maximum period of fifteen days in the year. Sick leave beyond this period will involve forfeiture of half the value of the scholarship.

219. Scholars absent without leave will forfeit their scholarships for the days they are absent.
Absence of scholars.

220. Scholars absent for more than three months from any cause will be liable to forfeit their scholarships. Such cases should be reported to the Inspector.

221. Scholars should be present on the last day before the beginning of vacation and on the opening day after the vacation. Absence on either of these days, unless in case of illness certified by a medical practitioner, entails the loss of the scholarship for the whole of the vacation, in addition to the actual days of absence.

222. If a scholar is absent at the time of the disbursement of scholarship, the amount due to him should be refunded to the treasury before the end of the month. The amount refunded may be drawn on a fresh bill, if the absence is satisfactorily explained.

223. Stipends to apprentices will be paid under the rules above which relate to the payment of scholarships.
Apprentices' stipends.

CHAPTER IV.—INSPECTIONS.

224. District Officers and Subdivisional Officers are ^{Inspections by} *ex-officio* visitors of all schools of every District Officers. class in their districts and subdivisions, and they should lose no opportunity of inspecting not only schools at their headquarters, but also such schools as come in their way on tour. Such inspections must be considered as much a part of their tour programme as any other work which they have to do in camp. Their special attention should be given to village Lower Primary schools. These schools should also be inspected by Extra Assistant Commissioners, Sub-Deputy Collectors, and Tahsildars when on tour. In ordinary cases it will suffice if inspecting officers record their remarks in the school inspection book, but if any point is remarked on which action is required, the Deputy Inspector of Schools should be specially addressed on the subject. A record must be kept of the inspections by all officers of the executive staff and full information on the subject should be furnished to the Director of Public Instruction for incorporation in his annual report.

225. Sub-Inspectors will confine their inspections ^{Inspection by Departmental Officers.} to Lower Primary and Upper Primary schools. Deputy Inspectors will inspect, in addition, Middle Vernacular and Middle English schools. The Inspector is charged with the inspection of all schools and colleges in his circle.

226. Every Board Lower Primary school should be ^{Deputy and Sub-Inspectors.} inspected by the Deputy Inspector or Sub-Inspector at least three times a year, class promotions being made and leaving certificates awarded at one of these inspections. Every Upper Primary and Middle school and every tol, madrassah, and maktab in receipt of Government assistance should be inspected by the Deputy Inspector at least once a year.

227. When practicable, the inspection should last for the full sitting of the school, and Deputy Inspectors and Sub-Inspectors should bear in mind that their duties include not merely an examination of the work of the school but the direction and assistance of school teachers in the practice of teaching, and that by themselves taking a part in teaching they not only arrive at a truer estimate of the condition of the school, but also show the teachers how subjects should be taught.

228. The Inspector should inspect in detail all High schools and colleges and Middle schools at least once a year, and Training schools at least twice a year. He should annually visit as many schools of lower grade as possible, and should endeavour to arrange that no Upper or Lower Primary school in his circle should remain unvisited by him for a longer period than five years.

Points for inspection.

229. The capacity of the staff of the school in number, qualifications, teaching, and pay should receive special attention, and action should be taken under the rules by the inspecting officer on any deficiencies in this respect which come to his notice.

230. Inspecting officers should see that the teaching and discipline are such as to exert a right influence on the manners, the conduct, and the character of the pupils; and when necessary, they should give the teachers special instructions on this head.

231. The inspecting officer should carefully examine the furniture, maps, and school apparatus, and, if necessary, take necessary steps to get the deficiencies supplied.

232. The Inspector when inspecting a Lower Primary school should carefully test the capacity of the boys last promoted.

and last refused promotion by the Deputy Inspector or Sub-Inspector so as to check the justice of this officer's conclusions.

233. A Deputy Inspector or Sub-Inspector when **Registers and Accounts.** inspecting a Board Lower Primary school should invariably have by him the file of bills submitted by the master since the last preceding inspection, and should carefully verify the bills on the spot.

234. The examination of registers and accounts, including checking of school bills, should be made before or after school hours. If on examining the accounts and registers it happens that some are incorrectly kept, the inspecting officer should have the mistakes corrected.

235. The inspecting officer should see that the **Returns.** necessary returns have been submitted to the Inspector or Local Board office, and, if any returns are in arrears, he should have them prepared and submitted before he leaves the school. This is most important, as delay in submitting one return stops the tabulation in the Control office for the whole province.

236. Except in High schools, all entries in the **Entries in inspection book.** inspection book which are for the guidance of teachers should be in the vernacular. When a class is found to have done badly in any subject, the deficiencies should be clearly pointed out, and plain instructions recorded as to the best way for the teachers to remedy these deficiencies; and, in order that the inspecting officers may be able to judge of the progress made, the amount of work done should invariably be noted in the inspection book. Thus, for Literature, the number of pages read; for Arithmetic, the rules learnt, etc., etc.

List to be made during tours.

237. Inspecting officers, while on tour, should take a **Special grants.** note of schools to which special grants for buildings, furniture, and apparatus

might fairly be given under their rules, submitting their recommendations to the authority having power to make such grants.

238. While on tour the Deputy and Sub-Inspectors should prepare a list of untrained village school masters who are to be sent up for training and also a list of boys desiring to become apprentices. In selecting the latter, care should be taken to select boys from or near villages where Lower Primary schools are or are likely to be opened, and, if possible, these boys when trained should be sent back to their own villages or as near to it as practicable. Another point to be borne in mind is that endeavours should be made to induce the sons of masters to qualify as teachers so as to be able to assist their parents, and finally to take up the work themselves on the removal or resignation of their parents.

Tours.

239. Deputy Inspectors of Schools should spend not less than 240 days annually on tour,
 Period. Sub-Inspectors not less than 260 days.

240. Deputy and Sub-Inspectors should arrange to have their current work sent to them by post while on tour. They usually pass by a village post office every three or four days, and if they make proper arrangements before leaving the station, there should be no difficulty in their doing this.

241. The diaries of Deputy and Sub-Inspectors should be filled in daily, so that at the end of the month their diaries may be ready to hand into the Educational or Local Fund clerk to be copied.
 Diaries of Deputy and Sub-Inspectors.

242. The diaries of Deputy Inspectors and Sub-Inspector will be submitted to the Inspector through the Chairman of the Local Board, who in passing them on will record any remarks that are called for and any orders which he may issue on facts brought to notice in the diary. The diaries should reach the Inspector within four weeks of the end of the month to which they relate.

CHAPTER V.—EXAMINATIONS.

243. The examinations referred to in this chapter may be divided into two classes (i) **Classification.** those for pupils of ordinary schools, (ii) those for pupils of schools for special education. The first group consists of examinations for school class promotions, school leaving certificates, and school scholarships. The second group is made up of examinations for tols, maktab, and madrassahs, and training schools. All the above examinations will be conducted under arrangements made by the Education Department.

244. The examinations for class promotions in all schools above the Lower Primary standard will be conducted by the head master. The examinations for **Class promotions and leaving certificates.** class promotions in the Lower Primary schools and for the grant of leaving certificates in all schools below High schools will be held *in situ* by inspecting officers of the Education Department. The rules relating to these examinations will be found in Chapter I in the articles dealing with each class of school (*vide* Arts. 6-11, 32).

245. In High schools leaving certificates of the Middle standard and of the classes above the Middle standard to which students leaving the school may have read, will be granted by the head master, without any special examination and subject to the rules regulating the levy of fees and the transfer of students from one school to another.

246. Examination for special schools, tols, maktab, and madrassahs, and training schools will be held under regulations published from time to time by the Education Department. **Special schools.**

247. The following rules are concerned with examinations for the grant of school scholarships and should be followed generally, and as far as may be in all written examinations conducted by the Education Department.

248. Examinations for scholarships will be written or written and oral according to the subjects in the curriculum prescribed, and will be held at centres to be prescribed by the Director of Public Instruction.

249. The preparation of the question papers for scholarship examinations will be arranged for by the Director of Public Instruction. For Middle and Upper Primary scholarships the papers will be the same throughout the province: for Lower Primary scholarships the questions should be uniform respectively for (a), Upper Assam, (b) Lower Assam, and (c) the Surma Valley, but in hills districts may vary with the districts.

250. Oral examinations will be conducted by examiners whose appointment will be arranged by the Inspector in communication with the Deputy Inspector.

251. The scholarship examinations should be held during the last week of February, and the results of the examinations should be published by the end of March, so as to enable successful candidates to join their new schools at the commencement of the school year.

252. Head masters of Middle, Upper Primary, and Lower Primary schools should submit to the Deputy Inspector a list of the candidates for the ensuing examination from their schools, in the prescribed form, together with the examination fees payable.

The Deputy Inspector will prepare a detailed list in English of the candidates for whom fees have been paid for each centre, and will forward it, with his remarks, to the

Inspector, together with treasury chalang, showing the deposit of fees realised, and the original lists submitted by the head master so as to reach the Inspector's office by the 30th November. For each centre a consecutive number will be used, and these numbers will be noted on receipts which should be given by the head master for the payment of examination fees. Abbreviations, usually the first syllable of the name, may be used for each centre.

253. If the Inspector is of opinion that, having regard to the number of scholarships offered, the number of candidates sent up from any school is excessive, he may reduce the number. The fees paid by candidates so excluded will be returned to them.

254. The age of a candidate should be given as that on the 1st March following. For candidates who have appeared at a previous examination, the ages as formerly returned to the Director of Public Instruction or Inspector will be accepted, unless there is evidence to the contrary, sufficient, in the opinion of the Director of Public Instruction, to justify a change. For candidates who have never appeared at an examination, horoscopes or other evidence of age may be accepted by the Inspector. If a candidate cannot produce his horoscope or other such satisfactory evidence, his age will be determined by a Committee of at least three persons to be nominated by the Superintendent. The latter will be supplied by the Deputy Inspector with the age of the candidate as given by the head master of his school.

255. The examinations will be held from 10 a.m. to 1 p.m. and from 2 p.m. to 5 p.m. Two papers will be usually given each day.

256. The examinations should be held in a building, usually a school house, sufficiently large to prevent any unfair practices, and the candidates should be supervised by a Superintendent appointed by the Deputy Commissioner in communication with the Inspector.

A space of at least 3 feet all round should intervene between one candidate and another. Candidates from the same school should be separated from each other as far as possible.

257. On the first day of the examination, candidates should be present half an hour before the time fixed for the commencement of the examination. No candidate can enter the room before the time so fixed, or later than half an hour after it; and under no circumstances should a candidate be permitted to leave the room within the first half hour.

258. Each candidate must come provided with pens and ink. The Superintendent will supply bound answer books and a piece of blotting paper to each candidate. On the first page of each answer book the candidates must write their roll numbers, names in full, and the name of their school, and on the outside of the book the subject of examination.

259. No loose paper will be allowed for scribbling, and no paper may be brought in for this purpose. Any candidate found with loose paper in his possession will be disqualified.

260. All work must be done in the answer book provided, and pages must not be torn out: all answer books used must be given up to the Superintendent.

261. All work intended for the Examiner must be done on one side of the page only: rough work may be done on the back of the page. Each candidate should sign his name at the end of the fair work in his answer book.

262. No slate can be permitted in the examination room: and nothing may be written on the question paper.

263. Any candidate found with a book or notes in the examination room, or speaking to another after the examination paper is given out, will be expelled from the room, and his name will be reported to the Director of Public Instruction.

264. The papers will be sent by the Director of Public Instruction or under his direction to the Deputy Commissioner or Subdivisional Officer at each centre. The papers for each day will be in separate packets and should be opened in the examination room each day by the Superintendent.

265. For the portion of examinations dealing with mental arithmetic, candidates will stand in line, each being supplied with a number of cards or papers about five inches square, equal in number to the number of questions. On one side each candidate will write his name, roll number, and the name of his school. On the other side he will write consecutive numbers for the answers. The Superintendent will then take a watch, and on his giving the signal, the first question will be read out. The candidates will calculate mentally and write the answer on the first card. When the time allowed is up, the Superintendent will collect or cause to be collected all the top cards or papers, which will be enclosed in an envelope, marked "Answers to question 1." The same procedure will be followed for the rest of the questions.

266. The passage for dictation for candidates for Lower Primary scholarships will be read out four words at a time, and when completed, will be read once over to enable the candidates to punctuate. No fairing can be allowed. Each candidate will then write his name, roll number, name of his school, and the centre on the back of his paper, and hand it to the Superintendent.

267. The answer books and papers of the candidates, together with a copy of the question paper, will be made up in sealed packets in the examination room by the Superintendent immediately at the end of each paper, and should be sent on each day direct to the Examiners by parcel post. The Inspector will supply each Examiner with a list of the candidates.

268. During the examination no one, except those concerned in conducting the examination, should be allowed into the room. Precautions should be taken to prevent any one from passing in notes through windows or other apertures. As a rule no one but those conducting the examination and the candidates, should be allowed inside the compound of the place of examination.

269. Examiners for Middle, Upper and Lower Primary scholarships, tal, madrassah, and training school examinations will be paid Rs. 10 for each examination paper and for examining the first 20 sets of answers. For all these examinations, with the exception of that for Lower Primary scholarships, the Examiners will receive two annas each for every set beyond twenty: for the Lower Primary scholarship the rate will be one-half anna for each answer paper beyond twenty.

270. There will be two Boards of Moderators, at Sylhet and Gauhati, respectively, each consisting of six members, one of whom will be the Inspector. The other members will be appointed by the Director of Public Instruction. The duty of these Boards will be to scrutinise the questions set for all examinations conducted by the Department. They will receive remuneration on the scale of Rs. 4 for moderating each paper, and Rs. 2 for correcting the translation of a Bengali paper into Assamese and *vice versa*.

CHAPTER VI.—SCHOLARSHIPS.

School Scholarships.

271. No student will be allowed to compete for a **General** **condi-** Lower Primary, Upper Primary, Middle
tions of award. Vernacular or Middle English scholar-
 ship who does not produce a leaving certificate of the
 standard of the school from which he presents himself.

272. Lower Primary, Upper Primary, Middle Vernacular and Middle English scholarships are each reserved for the students of schools of corresponding denomination.

273. A school that during the year preceding the examination has sent up a boy for a scholarship of a certain grade may not send up a boy for a scholarship of a higher or lower grade.

Provided that girls may compete for Lower Primary scholarships from Upper Primary or from Middle schools, or for Upper Primary scholarships from Middle schools. But not more than one girl's scholarship of each class will be awarded in any year to a school under this proviso.

274. A Lower Primary school may not win more than one scholarship annually, and an Upper Primary, Middle Vernacular, or Middle English school may not win more than two scholarships annually.

275. No student may compete for a scholarship who appears from a school which is not recognised by the Educational Department.

276. Candidates for scholarships must be of ages within the following limits :—

Lower Primary	... 11 years.
Upper Primary	... 13 years.
Middle Vernacular	... 15 years.
Middle English	... 16 years.

Provided that students belonging to Hill tribes, or Cachari students, will be eligible if their age exceeds the above limits by two years; and that students who are

natives of the Lushai Hills, Naga Hills, or Garo Hills, districts, and of the North Cachar Hills *who are appearing for Lower Primary scholarships*, will be admitted up to the age of 14 years.

277. Scholarships will be awarded according to the aggregate number of marks secured in examination. But in order to qualify for a Lower Primary, Upper Primary, or Middle Vernacular scholarship, a candidate must obtain 33 per cent. of the total marks in Arithmetic and 40 per cent. of the aggregate marks. For a Middle English scholarship, a candidate must secure 33 per cent. of the total marks in Arithmetic, 33 per cent. of the total marks in English, and 40 per cent. of the aggregate marks.

278. A scholarship is awarded on the condition that **Tenure of scholarships.** or the recipient prosecutes his studies in a school of superior grade to that from which he appeared. Girl scholarship-holders may, however, continue to study in the school from which they appeared if the Inspector considers that the school affords adequate instruction in the next higher course.

279. Scholarships are liable to withdrawal if the recipient is guilty of misconduct or does not show satisfactory progress. The authority for withdrawal will, in the case of scholarships provided from local or municipal funds, be the Local Board or the Municipal Committee acting upon the recommendation of the Inspector. In the case of scholarships provided from provincial funds the authority for withdrawal will be the Inspector in the case of Lower Primary and Upper Primary scholarships, and the Director of Public Instruction in the case of scholarships of higher grade. Half-yearly statements will be furnished to the Director of Public Instruction in regard to all students holding Middle Vernacular and Middle English scholarships, and to the Inspector in regard to all students holding Lower Primary or Upper Primary scholarships, whether provided from provincial, local, or municipal funds.

280. Scholarship-holders cannot migrate from one school to another without the sanction of the Inspector

No. 2.—Omit the words from “in the case of” to scholarships of higher grade.”

~~Instruction in the case of scholarships of higher grade.~~
For such sanction a fee of 8 annas will be payable by the holders of Lower Primary and Upper Primary scholarships, and a fee of one rupee by the holders of Middle school scholarships.

281. No student will be eligible for a scholarship who has not attended his or her school with fair regularity during the year preceding the examination, or if he or she has migrated from one school to another within this period without the previous sanction of the Inspector in the case of Lower Primary and Upper Primary scholarships, or of the Director of Public Instruction in the case of scholarships of higher grade.

282. Lower Primary, Upper Primary and Middle school ^{Scholars' privi.} scholarships carry with them the ^{leges.} privilege of free tuition in all schools under public management and (with the consent of the management) in schools under private control. This concession will be extended to a period of one year and two years respectively, in the case of Middle English and Middle Vernacular scholarship-holders after the expiry of their scholarships, provided that they are of good behaviour and show satisfactory progress.

283. Candidates for scholarships will pay the following examination fees:—
^{Scholarship exa-}
^{minations.}

Lower Primary	...	...	Two annas.
Upper Primary	...	...	Eight annas.
Middle Vernacular	...	...	One rupee.
Middle English	...	...	Two rupees.

284. Examinations for scholarships will be conducted by the Education Department, which will give timely notice each year of the dates,—usually in the month of February,—and of the centres at which the examinations will be held.

285. The subjects for examination will be those prescribed in the curriculum for the highest class of the standard in which candidates will compete. In the case of Lower Primary scholarships, girls will be examined in the boys' curriculum if they compete for an open Lower Primary scholarship, and in the girls' curriculum if they compete for the special scholarships reserved for girls.

286. The value of a Lower Primary scholarship is Rs. 3 per mensem and the scholarship is tenable for a period of two years.

287. In plains districts, where Lower Primary scholarships are provided from local funds, the number to be annually allotted by each Local Board will be regulated by the following standard :—

Silchar ...	9	Barpeta ...	7
Hailakandi ...	7	Gauhati ...	18
North Sylhet ...	9	Nowgong ...	13
Karimganj ...	8	Mangaldai ...	7
South Sylhet ...	9	Tezpur ...	6
Habiganj ...	11	Golaghat ...	7
Sunamganj ...	7	Jorhat ...	8
Dhubri ...	6	Sibsagar ...	9
Goalpara ...	5	Dibrugarh ...	7

North Lakhimpur ... 6

These scholarships are intended for village schools only, and pupils from schools within municipal areas may not compete for them.

A Local Board may reserve a certain number of its scholarships for the students of schools in backward localities, provided that they qualify under Article 277. The number of scholarships so reserved must be declared six months before the examination.

288. The following Lower Primary scholarships provided from provincial funds will annually be allotted in Hill districts :—

Khasi and Jaintia Hills...	...	...	...
Garo Hills ...	...	...	...
Naga Hills ...	...	...	...
Lushai Hills ...	...	...	...

289. To encourage female education, eight special **girls' Lower Primary scholarships**, provided from provincial funds, will annually be allotted to girls who fail to secure scholarships under the preceding rules and who have qualified in the examination. Three will be reserved for the Brahmaputra Valley, two for the Hill districts, and three for the Surma Valley.

290. The marks allotted to the subjects of examination for Lower Primary scholarships are :—

Marks.			
1. Reading—(i) <i>visd voce</i> at sight, including manuscript ...	...	...	50
(ii) Recitation ...	...	...	25
			75
2. Writing—To dictation and original letter...			100
3. Arithmetic—(i) Paper ...	...	...	100
(ii) Mental (<i>visd voce</i>) ...	...	...	50
(iii) Accounts, forms of <i>patta</i> , etc. ...	...	...	50
(iv) Mensuration ...	...	...	25
			225
4. Geography and History (for open scholarships) ...	...	...	100
Total ...	...	...	500

In the case of girls' special scholarships, the above marks will be allotted, except as follows :—

3. Arithmetic (omitting iii and iv) ...	...	150
4. Geography and History ...	...	75
5. Needle-work ...	...	100
Total ...	...	500

Correction Slip No. 127 ✓

General Article 201 of the

292. The value of an Upper Primary scholarship. Rs. 3 per month for two years.

receive from the Government a bonus of Rs. 100 for pupils of their schools. A scholarship is tenable for two years.

293. There are 52 Upper Primary scholarships allotted to the several districts as follows :—

Cachar	...	...	...	6
Sylhet	...	...	...	18
Goalpara	...	...	...	6
Kamrup	...	...	...	6
Darrang	...	...	...	3
Nowgong	...	...	...	2
Sibsagar	...	...	...	4
Lakhimpur	...	...	...	2
Khasi and Jaintia Hills	...	...	...	2
Garo Hills	...	...	...	3 (one open to non-Garos).

If the scholarships allotted to a district are not all taken up, the Director of Public Instruction may transfer the balance to another district, save in the case of those allotted to the Khasi and Jaintia Hills and Garo Hills, which are not transferable.

294. To encourage female education, five special girls' scholarships will annually be allotted to girls who fail to secure scholarships under the preceding rules, and who have qualified in the examination. Two will be reserved for the Brahmaputra Valley, one for the Hill districts, and two for the Surma Valley.

295. The marks allotted to the subjects of examination for Upper Primary scholarships are—

Marks.			
1. Reading unseen passage at sight	...	...	50
2. Writing, original composition	...	...	100
3. Grammar	...	...	50
4. Arithmetic—(i) General paper...	...	...	125
(ii) Zamindari and Mahajani Accounts	...	...	25
(iii) Mental (<i>visd voce</i>)	...	...	25
			<hr/> 175
5. Mensuration	...	...	25
6. Geography	...	...	25
7. History	...	...	50
8. Euclid	...	...	25
			<hr/>
Total	...	...	...
			<hr/> 300

296. A Middle Vernacular scholarship has a value of Rs. 4 per mensem and is tenable for four years. A Middle English scholarship has a value of Rs. 5 per mensem and is tenable for three years.

297. The following number of Middle School scholarships provided from provincial funds will annually be allotted :—

			Middle English.	Middle Vernacular.
Cachar ...	...	...	1	2
Sylhet ...	...	...	5	8
Goalpara...	...	...	1	4
Kamrup ...	...	...	1	4
Darrang	...	...	1	2
Nowgong	...	...	1	2
Sibsagar...	...	...	1	2
Lakhimpur	...	...	1	2
Khasi and Jaintia Hills	...	...	3	<i>Nil.</i>
Naga Hills	...	...	1	2
			—	—
Total ...	...	...	16	28
			—	—

In the event of there being no qualified candidates for either the Middle English or the Middle Vernacular scholarships allotted to a district, the Director of Public Instruction may transfer a scholarship to another district (but keeping its class as Middle English or Middle Vernacular unchanged), except in the case of those allotted to the Naga Hills, which are not transferable. In transferring scholarships under this rule, preference will be given to backward localities.

298. A Middle English school serving the needs of a locality which is nearly, but not quite, ripe for the maintenance of a High school, may be allotted, with the sanction of the Chief Commissioner, some special close Middle English scholarships to assist promising students to go up to a High school. These scholarships will be reserved for students whose parents cannot afford to

maintain them at a High school. The recipients must have qualified themselves to hold scholarships in the scholarship examination.

299. Girls who qualify for Middle Vernacular or Middle English scholarships, but do not secure them, will be given special scholarships up to a maximum of three annually—one being reserved for each valley and one for the Hill districts.

A girl who obtains a Middle school scholarship, but who is unable to continue her studies, will be allotted a prize of Rs. 40 from provincial funds.

300. The marks allotted to the subjects of examination for Middle school scholarships are —

Marks.			
1. Vernacular Literature and Grammar	...	100	
2. Vernacular composition	...	75	
		—	175
3. Arithmetic—(i) General	...	125	
(ii) Mental (<i>vivâ voce</i>)	...	25	
		—	150
4. Geography	...	...	25
5. History	...	...	50
6. Geometry	...	...	50
7. Mensuration and Surveying	...	...	50
8. Elementary science (when prescribed)	...	...	75
9. English—(i) Reading and explanation (to include an unseen passage)	...	50	
(ii) Writing to dictation	...	25	
(iii) Translation from English to Vernacular and <i>vice versa</i>	...	100	
		—	175
Total	...	...	750
			L 8

301. With the sanction of the Chief Commissioner a Municipal school-ship. Municipal Committee may offer special Lower Primary scholarships, which will be reserved for the students of schools situated within municipal limits. Such scholarships will only be awarded to students who have qualified in the general scholarship examination and will be held on the conditions set forth in the foregoing rules.

College Scholarships.

302. Thirty-four junior scholarships will be annually awarded on the results of the Entrance Examination to students who pass in the first or the second division, having been educated at a High school in the province.

303. To be eligible for a scholarship, a student must have attended the High school from which he appears for examination from the 15th June preceding the examination: provided that a transfer which has been sanctioned by the Director of Public Instruction will not disqualify.

304. A student who is not a native of the province will not be eligible for a scholarship if, when first admitted to the High school from which he appears for examination, he was placed in any class above the fourth: provided that this disqualification does not apply in cases where a student is admitted within one year of the date on which his guardian first came to the province, or to cases in which a transfer from one school to another school in the province has been sanctioned by the Director of Public Instruction.

Explanation.—The word "guardian" includes a near relative who has, on application to the Director of Public Instruction, been recognised as the student's guardian on the ground that he has permanently taken upon himself the obligation of supporting the student and of providing for his education.

305. Thirty-two of the thirty-four scholarships will be awarded on the results of the Entrance Examination to students who have passed in the first or second division. But seniority in the pass list will be departed from when by so doing it is possible to secure the following reservations :—

Fifteen for natives of the Brahmaputra Valley, of whom one should be an Ahom and one should be a Musalman.

Eleven for natives of the Surma Valley or Manipur, of whom two should be Musalmans, one should be a native of the Cachar district, one should be a native of the Jaintia parganas, and one should be a Manipuri.

Three for students belonging to Hill races.

Subject to these special reservations, scholarships will be awarded according to seniority on the examination list. Reserved scholarships for which no qualified candidates are forthcoming will be distributed according to seniority.

306. Two scholarships will be at the disposal of the Director of Public Instruction, to be awarded by him to deserving students who, though qualified for scholarships, have failed to secure them under the preceding rule and belong to families that are in straitened circumstances.

307. A junior scholarship will be tenable for two years. Its retention will be subject to good conduct and satisfactory progress. Scholarships which fall vacant owing to deaths or withdrawals will not be reallocated.

308. In special cases the tenure of a junior scholarship may be prolonged by the Director of Public Instruction for a third year. This concession will be of an eleemosynary character, that is to say, it will be only granted to students whose families are in straitened circumstances, and who, failing the scholarship, would be compelled to discontinue their studies. It will only be granted to students of some promise who are specially recommended by the Principal of their College, and subject to the

condition that the student attends College for the whole of the year for which the tenure of the scholarship is prolonged. The value of a scholarship extended under this rule will not exceed Rs. 10.

309. All junior scholarships, except those granted to students reading at schools in the Surma Valley, will be tenable at the Cotton College only. But the Chief Commissioner may, for special reasons, make an exception to this rule in the case of students belonging to Hill races. The Chief Commissioner reserves authority to prescribe from time to time the colleges in Bengal at which scholarships granted to students reading at schools in the Surma Valley or Hills scholarships are tenable.

310. A scholarship-holder will be liable to have his scholarship withdrawn if he migrates from one college to another without the sanction of the Director of Public Instruction. Applications for sanction to transfer should be submitted through the Principal of the college in which the scholarship-holder has been reading.

311. The value of a junior scholarship will be Rs. 20 per mensem for the two students who stand highest in the Entrance Examination pass list, Rs. 15 per mensem for the twelve students who stand next on the list, and Rs. 10 per mensem for the remainder. But students belonging to Hill races who are permitted to study in Calcutta may be allowed as much as Rs. 20 per mensem.

312. Scholarship-holders in Government colleges will pay the usual college fees, subject to a maximum of Rs. 10 per mensem.

313. A junior scholar who, within three months of the publication of the award and with the previous sanction of the Director of Public Instruction, elects to study at the Berry-White Medical School will, subject to the rules of the school, be permitted to retain his scholarship for a period of four years.

314. Special junior scholarships may, with the sanction of the Chief Commissioner, be granted to female students who pass the Entrance Examination and who

prosecute their studies for the First Arts Examination under arrangements approved by the Director of Public Instruction.

315. Junior scholarship-holders, on passing the First Arts Examination in the first or second division, will be awarded senior scholarships. Two additional senior scholarships will be awarded to students who, not being junior scholarship-holders, have been educated at High Schools in the province and who have passed the First Arts Examination in the first or second division. Provided that a senior scholarship may not be awarded to a student who has been awarded a scholarship by the Government of Bengal, and has accepted such scholarship.

316. A student will not be eligible for a senior scholarship unless he passes the First Arts Examination in the first or second division within two years of his passing the Entrance Examination: provided that this rule may be relaxed by the Director of Public Instruction as an eleemosynary concession in the case of a student who passes the First Arts Examination in the first or second division in the third year after passing the Entrance Examination, if he belongs to a family which is in straitened circumstances and would, failing a scholarship, be unable to read for the B. A. degree, and if he is recommended by the Principal of his college as of some promise and of industrious habits.

317. In special cases and at the discretion of the Director of Public Instruction, a senior scholarship may be awarded to a junior scholarship-holder who passes the First Arts Examination in the third division within two years of his passing the Entrance Examination. This concession will only be made in the case of promising students whose families are in straitened circumstances, and who, failing a scholarship, would be unable to read for the B.A. degree. Its grant will ordinarily be limited to natives of the Brahmaputra Valley, of the Cachar district, and of Jaintia parganas, to students belonging to Hill races, Manipuris, and to Musalmans.

318. *A senior scholarship will be tenable for two years. Its retention will be subject to good conduct and satisfactory progress and to the scholarship-holder's obtaining promotion to the fourth-year class of his college at the end of his first year. Scholarships which fall vacant owing to deaths or withdrawals will not be reallotted.*

319. A senior scholarship may be held at any affiliated college in Bengal: provided that the Chief Commissioner may prescribe from time to time the colleges at which senior scholarships are tenable.

320. A scholarship-holder will be liable to have his scholarship withdrawn if he migrates from one college to another without the sanction of the Director of Public Instruction. Applications for sanction to transfer should be submitted through the Principal of the college in which the scholarship-holder has been reading

321. The value of a senior scholarship will be Rs. 20 in the case of the eight recipients who stand highest on the First Arts pass list. In the case of other students it will be Rs. 15 per mensem.

322. Scholarship-holders in Government colleges will pay the usual college fees

323. A senior scholarship-holder who elects to study at a Medical College approved by the Director of Public Instruction will be permitted to retain his scholarship for five years, subject to good conduct and satisfactory progress as evidenced by his passing the compulsory College and University examinations at the proper times.

324. Special senior scholarships may, with the sanction of the Chief Commissioner, be granted to female students who pass the First Arts Examination and who prosecute their studies for a degree under arrangements approved by the Director of Public Instruction.

CHAPTER VII.—GENERAL ADMINISTRATION.

Section I.—Local Boards.

325. Lower primary education has the greatest claim **Educational ex-** on Local Board Funds. For the present, Boards are permitted to make grants towards Upper Primary and Middle schools, but not to High schools, mission schools, tols, madrassahs and maktabas. **penditure.**

326. The amount allotted for education should conform to a standard which will be fixed from time to time by the Chief Commissioner. The budget proposals should be framed in consultation with the Director of Public Instruction.

327. Subject to the prescriptions of the Manual, the **Local Board's** establishment of Local Board Lower Primary, Upper Primary, and Middle schools, their closure, the pay, appointment, promotion, and dismissal of their staffs will be dealt with by the Local Board, of which the Deputy Inspector is the educational adviser. Any recommendation made by the Inspector must be formally considered by the Board, and, if rejected, reasons must be recorded and communicated to him. On any of the above questions, the Director of Public Instruction has power to give orders to Local Boards, and his orders must be carried out.

328. Local Boards will be the authority for making, continuing, modifying or withdrawing grants-in-aid that are charged to Local Funds. But the Board will act with the sanction of the Inspector, in the case of Lower Primary, Upper Primary and Middle Vernacular schools, with the sanction of the Director of Public Instruction in the case of Middle English schools. No grant may be continued, the withdrawal of which is ordered by the controlling authority.

329. Subject to the control of the Director of Public Instruction, it will be the duty of the **Training of teachers.** Inspector to arrange for the training of such Local Board school teachers as are untrained, and also of untrained teachers in schools aided from Local Funds ; and Local Boards should provide that effect is given to the arrangements made by the Inspector.

330. Deputy Inspectors will be *ex-officio* members of the Local Board to whose jurisdiction they are appointed, and, in regard to **Boards and Deputy and Sub-Inspectors.** Lower Primary schools, will work, subject to the control of the Inspector, as the Chairman's assistants in educational business. In other respects they will be subject to the orders of the Inspector, and of the Director of Public Instruction. Sub-Inspectors, where appointed, will work in subordination to the Deputy Inspector.

331. In the event of the services of the Deputy or Sub-Inspector being required by the Inspector and the Chairman at the same time, the Chairman, as the officer in more immediate connection with their primary duties, will have the first claim to their services.

332. The Deputy and Sub-Inspectors are responsible for checking the monthly bills of Lower Primary schools, both in office and in the schools themselves at the time of inspection.

333. The educational registers to be maintained in each Local Board office are as follows :—
Registers.

- (i) Register of schools.
- (ii) Chairman's order book.
- (iii) Education Sub-Committee's Proceedings register.
- (iv) Register of schools showing inspection.
- (v-viii) The account registers described below (Art. 337).

Forms for No. (iv) will be supplied by the Director of Public Instruction: the Education Sub-Committee's proceedings will be recorded in an ordinary blank page register: directions for writing up the remaining registers are given in the following articles.

334. A complete list of all schools within the Board's jurisdiction should be kept under the following heads:—
Schools' register.

Serial No.	Register No.	Name.	Title or motto.	When opened.	When brought under the Board.	When closed.	Remarks.
1	2	3	4	5	6	7	8

The date from which a school becomes a Local Board school should be entered in column 6, with the number and date of the Chairman's order. The school should then be given a number to be entered in column 2. If the name of a school is changed at any time, the new name should be entered in brackets under the old name, but the number in the register should never be changed.

335. A map should be maintained in the Local Board office showing the position, the number in the register, and, if possible, the name of each Lower Primary school.
Schools' map.

336. An order book for the Chairman should be kept in half-margin. The Deputy Inspector, or the clerk, when the Deputy Inspector is on tour and sends in proposals, should enter proposals in half-margin under consecutive numbers, so that the Chairman can note his order on the margin.

337. The following special registers of accounts, forms for which will be supplied by the Director of Public Instruction, must be maintained in each Local Board office. These registers are exclusive of the general register of expenditure (including expenditure on education) prescribed under the Civil Account Rules, which are detailed in the Local Board Manual.

- (v) Payments to Lower Primary schools.
- (vi) Stipends paid to apprentices.
- (vii) Payments to Lower Primary scholars.
- (viii) Monthly accounts of Upper Primary and Middle schools.

The forms of the first three registers will be practically the same, with only slight changes in the headings of the columns. The columns for monthly payments will be in half-margin, so that the one entry will suffice for the names of school, scholar, etc., to ensure a saving in clerical work and to afford at a glance a view of the existing state of affairs at any time.

338. The register of payments to Lower Primary schools should contain a full list of the Board schools. Under April, column 1, will be entered the net pay of each master for the month of March; under column 2, the arrears, if any, for the months previous to March will be entered in red ink; under column 3 will come capitation grants; under column 4 the total sum due, and under column 5 the total amount paid. This procedure will be followed for May and the following months to the end of the financial year. The monthly abstract should be filled in every month to

show the expenditure to date and the available balances, and should be checked monthly with the treasury accounts.

The Local Board clerk will check at least ten per cent. of the monthly bills after they have been passed by the Deputy Inspector. The acknowledgments for payments should be checked with the column 5, and the Chairman will be held responsible that all sub-vouchers are duly filed in his office.

339. The form for payments to apprentices and Lower Primary scholars will be similar to that for payments to Lower Primary schools. Under column 3 will be entered deductions for absence, etc., under the rules for the disbursement of scholarships and apprentices. This register should be for two years—the period for which scholarships or stipends are tenable. The monthly abstract should be written up every month in the same manner as for payments to Lower Primary schools.

340. Grants for the building or repair of Board schools or schools aided by Local Boards should appear in education Schedule No. 5 under the sub-head "Grants-in-aid—Petty construction and repairs."

Boards cannot grant money for the construction or repair of Government schools.

Section II.—Municipalities, Unions, etc.

341. The institutions which have the first and greatest claim on municipal funds are schools for providing elementary education to the children living within municipal limits.

Educational expenditure.

342. Every municipality, station, and union in the province should endeavour to devote at least 3 per cent. of its total income to the promotion of Primary and Middle education within municipal limits, including the provision of scholarships.

343. In regard to municipal schools and schools aided from municipal funds, procedure will generally follow the articles in the preceding section on Local Boards. *

344. All expenditure incurred on educational buildings undertaken by the municipality should be shown under "Educational" and not under "Buildings" or other heads. If the full expenditure is not shown, the comparisons drawn in the provincial report are vitiated.

Section III.—General.

345. The Sub-Inspector is immediately subordinate to the Deputy Inspector, and the Deputy Inspector to the Inspector.

Duties of departmental officers.

346. No Government school can be opened or closed without the sanction of the Director of Public Instruction.

347. No grant-in-aid from Provincial funds may be made, continued, modified, or withdrawn without the sanction of the Director of Public Instruction, to whom the Inspector will submit his recommendations.

348. The appointment, transfer, punishment, or dismissal of masters or teachers in High schools and Training schools will rest with the Director of Public Instruction.

349. Subject to the general control of the Director of Public Instruction the appointment, transfer and punishment of teachers in Government schools below the High school standard will rest with the Inspector. But the previous sanction of the Director must be obtained for the appointment, transfer or punishments of head masters in Middle English schools.

350. No master or teacher in pensionable service may be dismissed without the sanction of the Director of Public Instruction.

351. The Inspector will be responsible for the proper management of any Training schools that may be in his circle.

352. Subject to the rules in force, leave may be granted to teachers of Local Board Lower Primary schools by the Chairman, and to the teachers of all other schools by the Inspector. In the case of the teachers of High schools, the Inspector will grant leave subject to the approval of the Director of Public Instruction.

353. The Inspector will sign the pay and travelling allowance bills of Deputy and Sub-Inspectors, and of the staffs of all Provincial schools and the bills for all scholarships paid from Provincial funds, except those tenable in colleges, medical schools, or workshops. The Inspector will also countersign travelling allowance bills of Deputy and Sub-Inspectors, on receipt of the diary for the month they concern.

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APPENDIX I.

Curriculum for Boys' Village Lower Primary Schools.

1.	Subject.	Details.	Text-books recommended.
1	2	3	4
IV	1. Reading .	The Alphabet. Compound letters. Simple words and easy sentences. Recitation of 20 lines of easy verse.	A.—Part I and half of Part II of <i>Lora Siksha</i> by Panindra Nath Gogol. B.—Part I of <i>Barua Parichaya</i> by Iwar Chandra Vidyanagar, and Part II of <i>Sachitra Barua Parichaya</i> by Ramnanda Chattopadhyaya. K.— <i>Kitap Nyngkong</i> . G.— <i>Kitap Sa</i> .
	2. Writing and Spelling.	Large hand on slate. Copying words from the Reader and writing them to dictation. Spelling of words in the Reader.	
	3. Arithmetic .	(1) Instruction to be by means of ball frame or with cowries, the pupils thus being taught by sight and touch. Notation and numeration up to 1,000. Addition and subtraction of numbers not exceeding 10. (2) <i>Mental</i> .—Memorising multiplication table up to 5 × 10.	
	1. Reading .	Reading accurately at sight from the Reader and explaining the meanings of words and sentences. The reading to include some simple poetry, of which 40 lines are to be recited.	A.—(<i>Prose</i>).—Remainder of Part II of <i>Lora Siksha</i> and Part III of <i>Lora Siksha</i> by Panindra Nath Gogol. A.—(<i>Poetry</i>).— <i>Kabita Kusum</i> by Pramod Chandra Barthakur. B.—(<i>Prose</i>).— <i>Sloa Siksha</i> , Part III, by Madan Mohan Tarkalankar (Illustrated edition by Raj Chandra Pande). B.—(<i>Poetry</i>).— <i>Padya Mala</i> , Part I, by Manu Mohan Bera. K.— <i>Kitap Kaba Lal</i> , pages 1—45. G.— <i>Kitap Gal</i> .
	2. Writing and Spelling.	Small hand on slate or paper. Writing to dictation words and short sentences from the Reader.	

NOTE.—A.—Assamese, B.—Bengali, K.—Khasi, and G.—Garo.

Class.	Subject.	Details.	Text-books recommended.
1	2	3	4
III	3. Arithmetic .	<p>(1) <i>Slate</i>.—Notation and numeration to 100,000. The four simple rules, in numbers not exceeding 3 figures, multiplier and divisor not exceeding 2 figures.</p> <p>(2) <i>Mental</i>.—Memorising multiplication table up to 10×16. Memorising Indian tables of numbers (<i>hara, gonda, buri</i>, etc.) and of money (<i>til, kak, ganda</i>, etc., up to a rupee). Mental application of first four rules in numbers not exceeding two figures.</p>	<p>A.—<i>Patiganita</i> by Sibnath Bhattacharya.</p> <p>B.—<i>Sankshipta Sisuranjan Patiganit</i> by Kali Pada Basu.</p> <p>K.—<i>Ka Arithmetic Khasi</i> by Nisur Sing.</p>
II	1. Reading .	As for class III, with a more difficult Reader to include some poetry, of which 60 lines are to be recited with explanation of the meaning. Manuscripts in simple current character.	<p>A.—(<i>Prose</i>).—<i>Jnan Sopan</i> by Rajani Kanta Bardalai.</p> <p>A.—(<i>Poetry</i>).—<i>Kabita Puthi</i> by Sulatan Khan.</p> <p>B.—(<i>Prose</i>).—<i>Bodhodaya</i> by Isvar Chandra Vidyasagar.</p> <p>B.—(<i>Poetry</i>).—<i>Padya Sangraha, Part I</i>, by Prasanna Chandra Guha.</p> <p>K.—<i>Kitap Kaba Lai</i>, pages 46 to end.</p> <p>G.—<i>Seng Bah</i>.</p>
	2. Writing and Spelling.	Current hand on paper. Writing to dictation from the Reader and unseen passages of similar difficulty.	
	3. Arithmetic .	<p>(1) <i>Slate</i>.—The four simple and compound rules. Reduction To copy and understand a simple form of daily account.</p> <p>(2) <i>Mental</i>.—Memorising multiplication tables up to 16×16, including fractional tables, <i>pauniya, siva, deviya</i>, and <i>oraiya</i>. Memorising tables of bazar weights, of areas, of European lineal measures and of time. Memorising Subhankari ready reckoner of prices of (1) a chhatak and a quarter chhatak, the price of a sér being given, (2) a sér, half a pawa, a chhatak and a quarter chhatak, the price of a maund being given. Easy exercises in the four simple and compound rules and in the foregoing tables and ready reckoner.</p>	<p>A.—As for class I, adding Subhankari of Madhab Ram Das.</p> <p>B.—As for class III.</p> <p>K.—As for class II.</p>
	4. Geography and History .	The meaning and use of a map. Drawing of plans to scale according to the results of actual measurement of the school-house and its	

APPENDIX I.

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Class.	Subject.	Details.	Text-books recommended.
1	2	2	4
II	4. Geography and History.	approaches. The cardinal points. Geography of the district taught orally from a map. Agriculture and History as taught in the Reader.	
10	1. Reading	As for class II, with a more difficult reader. Recitation of 80 lines of poetry, with explanation of the meaning. Manuscripts in simple character such as that of petitions or letters and the records of mandals or patwaris.	A.—Jnanodaya by Lambodar Borah. <i>Poetry.</i> —As for class II. B.—Bijnanbodh by Kanailal De. <i>Poetry.</i> —As for class II. K.—Kitap Kaba Lai. G.—Song Bah.
	2. Writing and Spelling.	To write to dictation unseen passages of moderate difficulty. To write a simple letter on a given subject.	
	3. Arithmetic	(1) <i>State.</i> —Simple proportion. Interest according to Indian method. Easy problems. Familiarity with the maintenance of accounts by day-book and ledger, and ability to write out accounts in these forms. Acquaintance with such forms as those of pattas, kahuliya, bonds, and receipts. Calculation of rectilineal areas by mensuration. (2) <i>Mental.</i> —Memorising the Subhankari ready reckoner for daily wages, the wages of a month being given. More advanced exercises in the four simple and compound rules and in the application to simple problems of tables and ready reckoner learnt in this class and in class II.	A.—As for class II, adding Byabharik Sahaj Parimiti by Prabhat Chandra Saraswati. B.—As for class II, adding Laghu Parimiti by Jagat Chandra Ghosh.
	4. Geography and History.	A general comprehension of the village field map, and ability to follow it on the ground. The geography of Assam taught orally by means of a map of the province and without text-book. [The map should show natural features—important rivers and mountain chains—as well as district boundaries, railway lines and places of note, and the pupils should be taught to fill in the details of outlines including portions or the whole of the map drawn on the blackboard.] Plotting to scale	

* The Director of Public Instruction is authorised to permit the use of an English Spelling Primer, such as the First Reader by Lethbridge and Sarkar, in the first class of any Lower Primary school (Mission or otherwise) the circumstances of which may justify special treatment.

APPENDIX I.

Class.	Subject.	Details.	Text-books recommended.
1	2	3	4
I	4. Geography and History.	and the construction of simple plans of fields by practical measurement with a measuring rod. Causes of day and night, and other elementary geographical facts as taught in the Reader. A comprehension of the lessons on agriculture and history contained in the Reader, and ability to illustrate the former from every-day life.	

Note.—The Indian gymnastic exercises known as *desks hasrat* will be practised in all classes.

APPENDIX II.

Curriculum and Text-Books for Upper Primary Schools.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
V	1. Reading	<i>The Alphabet</i> .—Compound letters, simple words, and easy sentences. Reading accurately at sight from the Reader and explaining the meanings of words and sentences. Recitation of 40 lines of easy verse.	A.—Parts I, II, and III of <i>Lora Siksha</i> by Panindra Nath Gogoi, and <i>Kabita Kusum</i> by Pramod Chandra Barthakur. B.—(1) Part I of <i>Barna Parichaya</i> by Iwar Chandra Vidyasagar and Part II of <i>Sachira Barna Parichaya</i> by Ramananda Chattopadhyaya, or <i>Barna Jaan</i> by Mahendra Chandra Som. (2) Part III of <i>Siku Siksha</i> by Madan Mohan Tarkalankar (illustrated edition by Raj Chandra Pande), and (3) <i>Padya Mala</i> (Part I), by Manu Mohan Basu.
	2. Writing and Spelling.	Large and small hand on slate and paper. Transcription. Writing to dictation words and short sentences from the Reader.	
	3. Arithmetic	<i>Written</i> .—Notation and numeration to 100,000. The four simple rules in numbers not exceeding 3 figures, multiplier and divisor not exceeding 3 figures. <i>Mental</i> .—Memorizing multiplication tables up to 10×16 , memorizing Indian tables of number (<i>hara, ganda, bari</i> , etc.) and of money (<i>fil, kah, ganda</i> , etc., up to a rupee). Mental application of first four rules in number not exceeding two figures.	A.— <i>Patiganit</i> by Shikhandh Bhattacharyya. B.— <i>Sankshipta Siksha</i> Ranjan Patiganit by Kali Pada Basu.
IV	1. Reading	As for class V, with a more difficult Reader to include some poetry, of which 60 lines are to be recited, with explanation of the meaning. Manuscripts in simple current characters.	A.—(<i>Prose</i>).— <i>Juan Sejan</i> by Rajani Kanta Bardalai. A.—(<i>Poetry</i>).— <i>Kabita Pothi</i> by Sulaman Khan. B.—(<i>Prose</i>).— <i>Sachira Barna</i> by Iwar Chandra Vidyasagar.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
IV	2. Writing and Spelling.	Current hand on paper. Writing to dictation from the Reader and unseen passages of similar difficulty.	B.—(<i>Poetry</i>).—P a d y a Sangraha, Part I, by Prasanna Chandra Guha.
	3. Arithmetic.	Revision of work done in the lower class, with increasing difficulty. <i>Slate</i> .—The four simple and compound rules. Reduction. To copy and understand a simple form of daily account. <i>Mental</i> .—Memorising multiplication tables up to 16×16 , including fractional tables, <i>pauniya</i> , <i>saiya</i> , <i>deriya</i> , and <i>araiya</i> . Memorising tables of bazar weights, of areas of European lineal measures, and of time. Memorising <i>Subhankari</i> formulæ of prices of (1) a chhatak and a quarter chhatak, the price of a sér being given, (2) a sér, half a pawa, a chhatak and a quarter chhatak, the price of a maund being given. Easy exercises in the four compound rules and in the foregoing tables and formulæ.	A.—Patiganit by Sibnath Bhattacharya, and Subhankari by Madhab Ram Das. B. Sankshipta Sisu Ranjan Patiganit by Kali Pada Basu.
	4. Geography and History.	The meaning and use of a map. Drawing of plans to scale according to the results of actual measurement of the school-house and its approaches. The cardinal points. Geography of the district taught orally from a map. Agriculture and History as taught in the Reader.	
III	1. Reading.	As for class IV, with a more difficult Reader. Recitation of 80 lines of poetry, with explanation of the meaning. Manuscripts in simple character such as that of petitions or letters.	A.—(<i>Prose</i>).—Jnanodaya by Lambodar Borah. (<i>Poetry</i>).—Kabita Puthi by Sulaman Khan. B.—(<i>Prose</i>).—Bijnanbodh by Kanailal De. (<i>Poetry</i>).—Padya Sangraha by Prasanna Chandra Guha.
	2. Writing and Spelling.	To write to dictation unseen passages of moderate difficulty. To write a simple letter on a given subject.	
	3. Arithmetic.	Revision of work done in lower classes, with increasing difficulty. <i>Slate</i> .—Simple proportion. Interest according to Indian method. Easy problems. Familiarity with the maintenance of accounts by day-book and ledger, and ability to write out accounts in these forms. Acquaintance with such forms as those of patta,	A.—Patiganit by Sibnath Bhattacharya, Subhankari by Madhab Ram Das, and Byabharik Sahaj Parimati by Prabhat Chandra Saraswati. B.—Sankshipta Sisu Ranjan Patiganit by Kali Pada Basu, and

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
III	3. Arithmetic	<p>kabuliyats, bonds, and receipts. Calculation of rectilinear areas by mensuration not requiring extraction of square roots.</p> <p><i>Mental</i>.—Memorising the Subhan-kari formulae for daily wages, the wages of a month being given. More advanced exercises in the four simple and compound rules and in the application to simple problems of tables and formulae learnt in this class and in class IV.</p>	Laghu Parimiti by Jagat Chandra Ghosh.
	4. Geography and History.	A general comprehension of the village field map, and ability to follow it on the ground. The geography of Assam taught orally by means of a map of the province and without text-book. [The map should show natural features—important rivers and mountain chains—as well as district boundaries, railway lines and places of note, and the pupils should be taught to fill-in the details of outlines, including portions or the whole of the map, drawn on the black-board.] Plotting to scale and the construction of simple plans of fields by practical measurement with a measuring rod. Causes of day and night, and other elementary geographical facts as taught in the Reader. A comprehension of the lessons on Agriculture and History contained in the Reader, and ability to illustrate the former from every-day life.	
	1. Reading and explanation.	<p><i>Prose</i>.—Explanation, parsing, writing from memory abstracts of the lessons read and stories.</p> <p><i>Poetry</i>.—Explanation and paraphrasing.</p>	<p>A.—Niti Siksha, Part II, by Padma Nath Barua.</p> <p>B.—(<i>Prose</i>)—Parimāla Path, Part II, by Amar Chandra Datta.</p> <p>(<i>Poetry</i>).—Kabitahar, Part I, by Manu Mohan Ray,</p> <p>or</p> <p>Balyabind by Souras Kumari Devi.</p>
II	2. Writing	Dictation (unseen passages). Composition, letter-writing, and essay-writing.	
	3 Grammar	A general knowledge of Grammar.	A.—Ashubodh Byabaran by Narayan Sarma.

* The use of an English spelling book will be permissible in the top class of Upper Primary schools, as this class is really beyond the standard that is accepted as the primary standard of instruction in some other provinces.

APPENDIX II.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
II } I }	2. Grammar .	A general knowledge of Grammar.	B.—Bengali Byakaran by Tarini Sankar Sanyal or Sisu Byakaran by Baikunthesvar Dass Gupta.
	4. Arithmetic .	Revision of work done in lower classes, with increasing difficulty. Greatest common measure, least common multiple, vulgar fractions, non-recurring decimals, unitary method, simple interest, and compound practice. Zamindari and Mahajani Accounts. Exercises in Mental Arithmetic .	A.—Patiganit by Madhab Ram Das. Karya Siksha by Kali Ram Sarma. B.—Patiganit by Jadab Chandra Chakravarti, Saral Zamindari, Mahajani and Bazar Hisab by Ram Nath Ray.
	5. Mensuration.	Calculation of areas of rectilinear figures and circles.	A.—Byabharik Sahaj Parimiti by Prabhat Chandra Sarasvati. B.—Laghu Parimiti by Jagat Chandra Ghosh.
	6. Geography .	A general knowledge of the four quarters of the globe, and a special knowledge of India and Assam. The causes of day and night and of the seasons. Instruction by means of a globe.	A.—Bhugolsar by Naraswar Sarma. B.—Bhugol Parichaya by Sasi Bhushan Chatterji.
	7. History .	History of Assam. . . .	A.—Assam Buranji by Padma Nath Barua. B.—Assam Pradesh Bistresh Bibaran by Sarat Chandra Datta and Gangagati Das.
	8. Euclid—Geometry.	Euclid, Book I (Propositions 1 to 16).	A.—Euclid, Book I, by Shakhawat Ali. B.—Euclid, Book I, by Brahma Mohan Mallik.

NOTE 1.—Classes I and II represent a two years' course of study, but are grouped together, Euclid being, however, confined to the first class.

2.—Indian gymnastics (*deshi karyas*) will be practised in all classes.

3.—Globe and maps should invariably be used in teaching Geography.

APPENDIX III.

Curriculum and Text-Books for Middle Schools

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
VII	1. Reading	<i>The Alphabet</i> .—Compound letters, simple words, and easy sentences. Reading accurately at sight from the Reader and explaining the meanings of words and sentences. Recitation of 40 lines of easy verse.	A.—Parts I, II, and III of <i>Lora Siksha</i> by Panindra Nath Gogoi, and <i>Kabita Kusum</i> by Pramod Chandra Barthaker. B.—(1) Part I of <i>Barna Parichaya</i> by Iwar Chandra Vidyasagar and Part II of <i>Sachitra Barna Parichaya</i> by Ramnanda Chattopadhyaya, or <i>Barna Jaan</i> by Mahendra Chandra Som. (2) Part III of <i>Sisu Siksha</i> by Madan Mohan Tarkalankar (illustrated edition by Raj Chandra Pande), and <i>Padyamala</i> , Part I, by Manu Mohan Basu.
	2. Writing and Spelling;	Large and small hand on slate and paper. Transcription. Writing to dictation words and short sentences from the Reader.	
	2. Arithmetic	<i>Written</i> .—Notation and numeration to 100,000. The four simple rules in numbers not exceeding 3 figures, multiplier and divisor not exceeding 3 figures. <i>Mental</i> .—Memorising multiplication tables up to 10×10, memorising Indian tables of number (<i>hara</i> , <i>ganda</i> , <i>huri</i> , etc.) and of money (<i>til</i> , <i>kak</i> , <i>ganda</i> , etc., up to a rupee). Mental application of first four rules in number not exceeding two figures.	A.— <i>Patiganit</i> by Shibnath Bhattacharya. B.— <i>Sankshipta Sisu Rangan Patiganit</i> by Kali Pada Basu.
VI	1. Reading	As for class VII, with a more difficult Reader, to include some poetry, of which 60 lines are to be recited, with explanation of the meaning. Manuscripts in simple current character.	A.—(<i>Prose</i>).— <i>Jnan Sopan</i> by Rajani Kant Bardoloi. A.—(<i>Poetry</i>).— <i>Kabita Puthi</i> by Sulamas Khan. B.—(<i>Prose</i>).— <i>Budhodaya</i> by Iwar Chandra Vidyasagar. B.—(<i>Poetry</i>).— <i>Padya Sangraha</i> , Part I, by Prasanna Chandra Goh.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
VI	2. Writing and Spelling.	Current hand on paper Writing to dictation from the Reader and unseen passages of similar difficulty.	A.—Patiganit by Sibnath Bhattacharya, and Subhankari by Madhab Ram Das. B.—Sankshipta Sisu Ranjan Patiganit by Kali Pada Basu.
	3. Arithmetic .	Revision of work done in the lower class, with increasing difficulty. <i>State</i> .—The four simple and compound rules. Reduction. To copy and understand a simple form of daily account. <i>Mental</i> .—Memorising multiplication tables up to 16×16 , including fractional tables, <i>pauniya</i> , <i>saya</i> , <i>doriya</i> , and <i>araya</i> . Memorising tables of bazar weights, of areas of European lineal measures, and of time. Memorising <i>Subhankari</i> formulæ of prices of (1) a chhatak and a quarter chhatak, the price of a <i>sér</i> being given, (2) <i>sér</i> , a half a <i>powa</i> , a chhatak and a quarter chhatak, the price of a maund being given. Easy exercises in the four simple and compound rules and in the foregoing tables and formulæ.	
	4. Geography and History.	The meaning and use of a map. Drawing of plans to scale according to the results of actual measurement of the school-house and its approaches. The cardinal points Geography of the district taught orally from a map. Agriculture and History as taught in the Reader.	
	V 1. Reading .	As for class VI, with a more difficult Reader. Recitation of 80 lines of poetry, with explanation of the meaning. Manuscripts in simple character such as that of petitions or letters.	
V	2. Writing and Spelling.	To write to dictation unseen passages of moderate difficulty. To write a simple letter on a given subject.	A.—(<i>Prose</i>).—Jnadodaya by Lambodar Borah. (<i>Poetry</i>).—Kabita Puthi by Sulaman Khan. B. (<i>Prose</i>).—Bijna-nobdh by Kanailal De. (<i>Poetry</i>).—Padya Sangraha by Prasanna Chandra Guha.
	3. Arithmetic .	Revision of work done in lower classes, with increasing difficulty. <i>State</i> .—Simple proportion. Interest according to Indian method. Easy problems. Familiarity with the maintenance of accounts by day-book and ledger, and ability to write out accounts in these forms. Acquaintance with such form as those of	

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
V	3. Arithmetic	pattas, kabulyats, bonds, and receipts. Calculation of rectilinear areas by mensuration not requiring extraction of square roots. <i>Mental.</i> —Memorising the Subhankari formulae for daily wages, the wages of a month being given. More advanced exercises in the four simple and compound rules and in the application to simple problems of tables and formulae learnt in this class and in class VI.	Parimili by Jagat Chandra Ghosh.
	4. Geography and History.	The geography of Assam taught orally by means of a map of the province and without text-book. [The map should show natural features—important rivers and mountain chains—as well as district boundaries, railway lines and places of note, and the pupils should be taught to fill in the details of outlines, including portions or the whole of the map, drawn on the blackboard.] Causes of day and night, and other elementary geographical facts as taught in the Reader. A comprehension of the lessons on Agriculture and History contained in the Reader, and ability to illustrate the former from every-day life.	
IV } III }	1. Reading and explanation.	<i>Prose</i> —Explanation, parsing and writing from memory abstract of the lessons and stories read in the Reader. <i>Poetry</i> —Explanation and paraphrasing.	A.—Niti Siksha, Part II, by Padma Nath Barua. B.—(<i>Prose</i>).—Parima I a Path, Part II, by Amar Chandra Datta. (<i>Poetry</i>).—Kabitahar, Part I, by Manu Mohan Ray, or B.—Balyabind by Svarna Kumari Devi.
	2. Writing	(i) Dictation (unseen passages), (ii) Composition, letter-writing and essay-writing.	
	3. Grammar	A general knowledge of Grammar.	A.—Ashubodh Byakaran by Narayan Sarma. B.—Bengali Byakaran by Tarini Shankar Senyal or Siva Byakaran by Baikunthnar Das Gupta.
	4. Arithmetic	Revision of work done in lower classes, with increasing difficulty. Greatest common measure, least common multiple, vulgar fractions, non-recurring decimals, unitary method, simple interest, and	A.—Patigant by Madhab Ram Das, and Kalya Siksha by Kali Ram Sarma. B.—Patigant by Jodab Chandra Chakravarti.

APPENDIX III.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
IV } III }	4. Arithmetic .	compound practice, Zamindari and Mahajani Accounts, Exercises in Mental Arithmetic.	and Saral Zamindari, Mahajani and Barar Hisab by Ram Nath Ray.
	5. Mensuration	Calculation of areas of rectilineal figures and circles.	A.—Byabharik Sahaj Parimiti by Prabhat Chandra Sarasvati. B.—Laghu Parimiti by Jagat Chandra Ghosh.
	6. Euclid—Geometry.	Euclid, Book I (Propositions 1 to 16).	A.—Euclid, Book I, by Sakhawati Ali. B.—Euclid, Book I, by Brahma Mohan Mallik.
	7. Geography .	A general knowledge of the four quarters of the globe and special knowledge of India and Assam. The causes of day and night and of the seasons. (Instruction by means of a globe.)	A.—Bhugolsar by Naradwar Sarma. B.—Bhugol Parichaya by Sasi Bhusan Chatterji.
	8. History .	History of Assam	A.—Assam Buranj by Padma Nath Barua. B.—Assam Pradeshar Bishesh Bibaran by Sarat Chandra Datta and Gangagati Das.
IV	9. English—writing and spelling.	Large and small hand on slate and paper. Transcription. Spelling of all words in the text-book. Meanings of words and sentences.	The First Book of Reading by Lethbridge and Sarkar.
III	9. English .	<i>Prose and Poetry</i> .—Reading accurately at sight from the Reader and explaining the meanings of words and sentences. Recitation of 40 lines of poetry. <i>Grammar</i> .—Parts of Speech . . . In this class and in the higher classes, English handwriting should receive special attention.	Second Book of Reading by Lethbridge and Sarkar.
			A.—Assamese Child's Grammar by Golap Chandra Barua. B.—The Child's Own Grammar by Sitanath Tatwabhusan.
II } I }	1. Vernacular Literature.	<i>Prose</i> .—Explanation, parsing, abstracts of lessons and stories read. A comprehension of the lessons on science contained in the Reader and ability to illustrate them from every-day life. <i>Poetry</i> .—Paraphrasing in prose order and explanation of meaning. Composition and essay-writing. <i>Grammar</i> .—The whole except Krit, Taddhit, and Prosody. (Examples to illustrate rules of grammar should be given as far as possible from the text-books read.)	A.—(<i>Prose</i>).—Chista Tarangini, Part I, by Bholanath Das. A.—(<i>Poetry</i>).—Pathmala by Hem Chandra Barua. B.—(<i>Prose</i>).—Prabandha Manjari by Rajani Kant Gupta. B.—(<i>Poetry</i>).—Kabitabali by Hem Chandra Banerji (school edition). A.—Assamiya Byakaran by Hem Chandra Barua. B.—Sabitya Prabesh Byakaran by Prasanna Chandra Vidyaratna.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
II I }	2. Arithmetic .	Revision of work done in lower classes, with increasing difficulty. Recurring decimals, reduction of fractions and decimals, square root, commission, brokerage and premium, profit and loss, discount and present worth, stocks and shares, proportional parts and partnership, and problems on averages, work, pipes, etc., rates, hands of a clock, mixtures, area of room, carpets, etc., area of wall, papering, etc., and pasture with growing grass. Exercises in Mental Arithmetic.	A.— <i>Pitaganait</i> by Madhab Ram Das. B.— <i>Pitaganait</i> by Jadab Chandra Chakravarti.
	3. Geography .	The principal countries of the world. Map drawing, India and Assam.	A.— <i>Bhugolash</i> by Naraynar Sarma. B.— <i>Saral Bhugol Prakash</i> by Sashi Bhushan Chatterji.
	4. History .	History of India	A.— <i>History of India</i> by Dharmeswar Govind. B.— <i>History of India</i> by Hemalata Devi or <i>History of India</i> (in Bengali), by Abdul Karim.
	5. Geometry .	Euclid, Book I, with easy deductions.	A.—Euclid, Book I, by Sakhawati Ali. B.—Euclid, Book I, by Brahma Mohan Mallik.
	6. Measurement and Surveying.	...	A.— <i>Jarip and Parimati</i> by Bholanath Das. B.— <i>Jarip and Parimati</i> by Kshetrannath Bhat-tacharya.
II	7. Elementary Science.	Botany and Agriculture	A vernacular text-book has still to be provided.
	8. English .	<i>Reading</i> .—Prose and Poetry with explanation of meaning. Recitation of 40 lines of easy verse. Grammar	The Third Book of <i>Reading</i> by Lethbridge and Sarkar. B.—A Higher English Grammar by Gangadhar Banerjee.
		Translation from English into vernacular and <i>vice versa</i> .	A.—An English Grammar in Assamese is lacking and is required.
I	9. English .	<i>Reading</i> .—Prose and Poetry with parsing and explanation of meaning. Recitation of 60 lines of poetry. Grammar <i>Translation</i> .—As in class II, with more difficult passages.	Fourth Book of <i>Reading</i> by Lethbridge and Sarkar. B.—A Higher English Grammar in Bengali by Gangadhar Banerjee. A.—An English Grammar in Assamese is lacking and is required.

NOTE 1.—Classes I and II represent a two years' course of study.

2.—Indian gymnastics (*dishi kavyas*) will be practised in all classes.

3.—Globe and maps should invariably be used in teaching Geography.

APPENDIX IV.

Scale of furniture and school accessories sanctioned for a Middle English School.

	R	a.
1 Time-piece	8	0
1 Gong	5	0
1 Teak-wood almirah	20	0
3 Teak-wood chairs (1 at Rs. 7 and 2 at Rs. 6 each)	19	0
3 Tables [1 (4' x 3') at Rs. 9 and 2 (3' x 2') at Rs. 7 each]	23	0
6 Desks (at Rs. 8 each)	48	0
15 Benches (at Rs. 5 each)	75	0
4 Blackboards (2 with easels, English made at Rs. 17 each; 2 country made, at Rs. 10 each)	54	0
1 Globe, with stand	16	0
1 Ball frame	5	0
11 Maps (World 2, India 2, Assam 1, Asia 1, Europe 1, Africa 1, America 1, England 1, District 1)	42	0
1 Map-rack	4	0
13 Object-lesson pictures :—		
(a) 4 Natural History Plates :—(1) Buffalo (African), (2) Peacock, (3) Tiger, and (4) Zebra.	mounted	23 0
(b) 4 Physical Phenomena Plates :—(1) Avalanche, (2) Geyser, (3) Glacier, and (4) Mirage		
(c) 4 Plants-of-Commerce Plates :—(1) Mustard, (2) Pepper plant, (3) Rice plant, and (4) Tea plant.		
(d) Life History of the Wheat Plant, 8 diagrams, mounted		
1 Portrait of His Majesty the King-Emperor	1	0
For Library	40	0
TOTAL	401	0

Scale of furniture and school accessories sanctioned for a Middle Vernacular School.

	<i>R</i>	<i>a.</i>
1 Time-piece	8	0
1 Gong	5	0
1 Teak-wood almirah	20	0
2 Teak-wood chairs (1 at Rs. 7 and 1 at Rs. 6)	13	0
2 Tables [1 at Rs. 9 (4' x 3') and 1 at Rs. 7 (3' x 2')]	16	0
3 Blackboards (2 with easels, English made, at Rs. 7 each; one country made, at Rs. 10)	44	0
4 Desks (at Rs. 8 each)	32	0
12 Benches (at Rs. 5 each)	60	0
1 Globe, with stand	16	0
1 Ball-frame	5	0
11 Maps (World 2, India 2, Assam 1, Asia 1, Europe 1, Africa 1, America 1, England 1, District 1)	44	0
1 Map-rack	4	0
13 Object-lesson pictures :—		
(a) 4 Natural History Plates :—(1) Buffalo (American), (2) Chimpanzee, (3) Crocodile, and (4) Giraffe.	mounted	23 00
(b) 4 Physical Phenomena Plates :—(1) Iceberg, (2) Prairie fire, (3) Water-spout, and (4) Whirlpool.		
(c) 4 Plants-of-Commerce Plates :—(1) Coconut palm, (2) Oats, (3) Potato plant, and (4) Sugarcane.		
(d) Life History of the Wheat Plant, 8 diagrams, mounted	18	0
1 Portrait of His Majesty the King-Emperor	1	0
For Library	25	0
TOTAL		332 0

Scale of furniture and school accessories sanctioned for an Upper Primary School.

	<i>Rs. a.</i>
1 Time-piece	8 0
1 Bell	2 0
1 Teak-wood Almirah	15 0
3 Teak-wood chairs (at Rs. 6 each)	18 0
2 Tables (at Rs. 6 each)	12 0
2 Black boards (country made, at Rs. 10 each)	20 0
8 Benches (at Rs. 5 each)	40 0
1 Globe, with stand	16 0
1 Ball-frame	5 0
8 Maps (World, India, Assam, District, Asia Europe, Africa and America)	30 0
1 Map-rack	3 0
12 Object-lesson pictures : —	
(a) 4 Natural History Plates : — (1) Elephant, (2) Leopard, (3) Ostrich, and (4) Whale.	} mounted
(b) 4 Physical Phenomena Plates : (1) Earth-quake, (2) Rainbow, (3) Vulcano, and (4) Waterfall.	
(c) 4 Plants-of-Commerce Plates : — (1) Barley, (2) Cotton plant, (3) Flax, and (4) Orange tree.	
1 Portrait of His Majesty the King Emperor	1 0
For Library	20 0
TOTAL	213 0

APPENDIX V.

Curriculum and text-books for High Schools

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
IX	1. Reading	The Alphabet. Compound letters, simple words and easy sentences. Reading accurately at sight from the Reader and explaining the meanings of words and sentences. Recitation of 20 lines of easy verse.	A.—Parts I, II, and III of <i>Lora Siksha</i> by Panindra Nath Gogoi. B.—(1) Part I of <i>Barna Parichaya</i> by Ivar Chandra Vidyasagar and Part II of <i>Sachitra Barna Parichaya</i> by Ramananda Chattopadhyaya, or <i>Barna Jnan</i> by Mahendra Chandra Som. (2) Part III of <i>Sisu Siksha</i> by Madan Mohan Tarkalankar (illustrated edition by Raj Chandra Pande).
	2. Writing and Spelling.	Large and small hand on slate and paper. Transcription. Writing to dictation words and short sentences from the Reader.	
	3. Arithmetic	<i>Written</i> .—Notation and numeration to 100,000. The four simple rules in numbers not exceeding 3 figures, multiplier and divisor not exceeding 2 figures. <i>Mental</i> .—Memorising multiplication tables up to 10×16 , memorising Indian tables of number (<i>kara, gunda, buri</i> , etc.) and of money (<i>til, kak, ganda</i> , etc., up to a rupee). Mental application of first four rules in number not exceeding 2 figures.	A.— <i>Patiganit</i> by Sibnath Bhattacharya. B.— <i>Sankshipta Sisu Ranjan Patiganit</i> by Kali Pada Basu.
VIII	1. Reading	As for class IX, with a more difficult Reader, to include some poetry, of which 60 lines are to be recited, with explanation of the meaning. Manuscripts in simple current character.	A.—(<i>Prose</i>).— <i>Jana Sopan</i> by Rajani Kanta Bardalai. A.—(<i>Poetry</i>).— <i>Kabita Kusum</i> by Pramod Chandra Barikakur. B.—(<i>Prose</i>).— <i>Bodhadaya</i> by Ivar Chandra Vidyasagar. B.—(<i>Poetry</i>).— <i>Padya Mala</i> , Part I, by Manu Mohan Basu.
	2. Writing and Spelling.	Current hand on paper. Writing to dictation from the Reader and unseen passages of similar difficulty.	

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
VIII	3. Arithmetic .	Revision of work done in the lower class, with increasing difficulty. <i>Slate</i> .—The four simple and compound rules. Reduction. <i>Mental</i> .—Memorising multiplication table up to 16×16 , including fractional tables <i>pauṇiṇya</i> , <i>saiya</i> , <i>deriya</i> , and <i>araiya</i> . Memorising tables of bazar weights, of areas, of European lineal measures, and of time. Memorising <i>Subhankari</i> formulæ of prices of (1) a chhatak and a quarter chhatak, the price of a sér being given, (2) a sér, half a powa, a chhatak and a quarter chhatak, the price of a maund being given. Easy exercises in the four compound rules and in the foregoing tables and formulæ.	A.—Patiganit by Sibnath Bhattacharya, and Subhankari by Madhab Ram Das. B.—Sankshipta Sisu Ranjan Patiganit by Kali Pada Basu.
	4. Geography and History.	The meaning and use of a map. Drawing of plans to scale according to the results of actual measurement of the school-house and its approaches. The cardinal points. Geography of the district taught orally from a map. Agriculture and History as taught in the Reader.	
	5. English—writing and spelling.	Large and small hand on slate and paper. Transcription. Spelling of all words in the text-book. Meanings of words and sentences in the Reading Lessons.	The First Book of Reading by Lethbridge and Sarkar.
VII	1. Reading .	As for class VIII, with a more difficult Reader. Recitation of 80 lines of poetry, with explanation of the meaning. Manuscripts in simple character such as of petitions or letters.	A.—(<i>Prose</i>).—Jnanodaya by Lambodar Borah. A.—(<i>Poetry</i>).—Kabita Puthi by Sulaman Khan. B.—(<i>Prose</i>).—Bijana-bodh by Kanaijal De. B.—(<i>Poetry</i>).—Padya Sangraha by Prasanna Chandra Guha.
	2. Writing and Spelling.	To write to dictation unseen passages of moderate difficulty. To write a simple letter on a given subject.	
	3. Arithmetic .	Revision of work done in lower classes, with increasing difficulty. <i>Slate</i> .—Simple proportion. Interest according to Indian method. Easy problems. To copy and understand a simple form of daily and monthly accounts. Familiarity with the maintenance of accounts by day book and ledger.	A.—Patiganit by Sibnath Bhattacharya, Subhankari by Madhab Ram Das, and Byababharik Sahaj Parimiti by Prabhat Chandra Sarasvati. B.—Sankshipta Sisu Ranjan Patiganit by Kali Pada Basu, and

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
VII	3. Arithmetic .	and ability to write out accounts in these forms. Acquaintance with such forms as those of pattas, kabuliya's, bonds, and receipts. Calculation of rectilineal areas by mensuration not requiring extraction of square roots. Mental.—Memorising the Subharkari formulæ for daily wages, the wages of a month being given. More advanced exercises in the four simple and compound rules and in the application to simple problems of tables and formulæ learnt in this class and in class VIII.	Laghu Parimiti by Jagat Chandra Ghosh.
	4. Geography and History.	The Geography of Assam taught orally by means of a map of the province and without text-book. The map should show natural features—important rivers and mountain chains as well as district boundaries, railway lines and places of note, and the pupils should be taught to fill in the details of outlines, including portions or the whole of the map, drawn on the blackboard. Causes of day and night, and other elementary geographical facts as taught in the Reader. A comprehension of the lessons on Agriculture and History contained in the Reader, and ability to illustrate the former from everyday life.	
	5. English .	Reading accurately at sight from the Reader and explaining the meaning of words and sentences. Recitation of 40 lines of poetry. Grammar.—Parts of Speech.	Second Book of Reading by Lethbridge and Sarkar. A.—Assamese Child's Grammar by Golap Chandra Barua. B.—The Child's Own Grammar by Sitannath Tatiwabhusan.
VI	1. Reading and explanation.	Prose.—Explanation, parsing and writing from memory abstracts of the lessons and stories of the Reader. Poetry.—Explanation and paraphrasing.	A.—Niti Siksha, Part II, by Padma Nath Barua. B.—(Prose).—Parimala Path, Part II, by Amar Chandra Datta. (Poetry).—Kabita-har, Part I, by Manu Mohan Ray, or B.—Balyabind by Svarna Kumari Devi.
	2. Writing .	Dictation (unseen passages). Composition, letter-writing and essay-writing.	

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
VI	3. Grammar .	A general knowledge of Grammar.	A.—Ashubodh Byakaran by Narayan Sarma. B.—Bengali Byakaran by Tarini Sankar Sanyal or Sisu Byakaran by Baikunth Das Gupta.
	4. Arithmetic .	Revision of work done in lower classes, with increasing difficulty. Greatest common measure, least common multiple, vulgar fractions, unitary method, and compound practice. Exercises in Mental Arithmetic.	A.—Patiganit by Madhab Ram Das. B.—Patiganit by Jadab Chandra Chakravarti.
	5. Geography .	A general knowledge of the four quarters of the globe and a special knowledge of India and Assam. The causes of day and night, and of the seasons. (Instruction by means of a globe.)	A.—Bhugolgar by Narayan Sarma. B.—Bhugol Parichaya by Sasi Ehsan Chatterji.
	6. History .	History of Assam	A.—Assam Buranji by Padma Nath Barua B. Assam Pradesh Bishesh Bibaran by Sarat Chandra Datta and Gangagati Das.
	7. English .	<i>Reading</i> .—Prose and Poetry—Explanation, Recitation of 40 lines of easy verse. Translation from English into vernacular and <i>vice versa</i> . Grammar	The Third Book of Reading by Iethbridge and Sarkar. A.—An English Grammar in Assamese is lacking and is required. B.—A Higher English Grammar by Gangadhar Banerji.
	V 1. Vernacular Literature.	In this class, and in the higher classes, English handwriting should receive special attention. <i>Prose</i> .—Explanation and parsing. A comprehension of any lessons on science contained in the Reader and ability to illustrate them from every-day life. <i>Poetry</i> .—Paraphrasing in prose order and explanation of meaning. Composition and essay-writing. <i>Grammar</i> .—The whole except Krit, Taddhit, and Prosody. (Examples to illustrate rules of grammar should be given as far as possible from the text-books read.)	A.—(<i>Prose</i>).—Chinta Tarangini, Part I, by Bholanath Das. A.—(<i>Poetry</i>).—Pathmala by Hem Chandra Barua. B.—(<i>Prose</i>).—Prabandha Manjari by Rajani Kanta Gupta. B.—(<i>Poetry</i>).—Kabitabali by Hem Chandra Banerji (school edition). A.—Assamiya Byakaran by Hem Chandra Barua. B.—Sahitya Prabesh Byakaran by Prasanna Chandra Vidyaratna.

Class.	Subject.	Details.	Text-books proscribed.
1	2	3	4
V	2. Arithmetic	Revision of work done in lower classes, with increasing difficulty. Easy non-recurring decimals, reduction of fractions and decimals, and square root. Exercises in Mental Arithmetic.	A.—Patiganit by Madhab Ram Das. B.—Patiganit by Jadab Chandra Chakravarti.
	3. Geometry	Euclid.—First 16 Propositions of Book I.	A.—Euclid, Book I, by Sakhawat Ali. B.—Euclid, Book I, by Brahma Mohan Mallik.
	4. Geography	The principal countries of the world Map drawing, India and Assam.	A.—Bhugolsar by Naresvar Sarma. B.—Saral Bhugol Prakash by Sasi Bhushan Chatterji.
	5. History	History of India	A.—History of India by Dharmesvar Goswami. B.—History of India by Hemlata Devi, or History of India (in Bengali) by Abdul Karim.
	6. English	<i>Reading</i> .—Prose and Poetry with explanation of meaning. Recitation of 60 lines of poetry. Grammar	The Fourth Book of Reading by Lethbridge and Sarkar. A.—An English Grammar in Assamese is lacking and is required. B.—A Higher English Grammar by Gangadhar Banerjee.
		Translation from English into vernacular and <i>vice versa</i> .	
IV	1. English	<i>Reading</i> .—As for class V, with a more difficult Reader. Analysis of simple sentences. Grammar	The Fifth Book of Reading by Lethbridge and Sarkar. Elementary English Grammar by Rowe and Webb.
	2. Mathematics	Translation from English into vernacular and <i>vice versa</i> . Revision of work done in lower classes, with increasing difficulty. <i>Arithmetic</i> .—Recurring decimals, measures of area, of capacity, of angles, number and time, and percentages. <i>Geometry</i> .—Book I, with easy deductions.	Pendlebury's Arithmetic for Indian Schools. Hall and Steven's Geometry.
	3. History	History of India	Marsden's History of India (first half). Samadar's Geography.
	4. Geography	To include exercises in drawing outline maps of England, India, and Assam.	
	5. Sanskrit	<i>Primer</i> .—Thorough acquaintance with Devanagari character. Reading correctly at sight, explanation of meaning, and translation into vernacular.	Sanskrita Patha, Part I, by Harish Chandra Kabiratna.

Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
IV	5. Sanskrit . or 5. Vernacular .	<i>Grammar</i> .—An elementary knowledge of Grammar. More advanced reading . . . Essay-writing. <i>Grammar</i> .—Krit, Taddhit, and Prosody.	Upakramanika by Isvar Chandra Vidyasagar. A.—Sahitya Sangraha by Padma Nath Barua (half). B.—(<i>Prose</i>).—Jibān Chait by Isvar Chandra Vidyasagar. B.—(<i>Poetry</i>).—Padya-path, Part III, by Jadugopal Chatterji. A.—Assamiya Byakaran by Hem Chandra Barua. B.—Sahitya Prabesh Byakaran by Prasanna Chandra Vidyaratna. Lethbridge's Easy Selections from modern English Literature.
III	1. English . 2. Mathematics 3. History . 4. Geography . 5. Science . 6 Sanskrit (or an alternative classical language). or 6. Vernacular .	<i>Reading</i> .—As for class IV, with a more difficult Reader. Analysis of simple and complex sentences from the Reader. <i>Grammar</i> Translation from English into vernacular and <i>vice versa</i> . Writing very simple essays <i>Revision</i> of work done in lower classes with increasing difficulty. <i>Arithmetic</i> .—Problems on averages, work, pipes, etc., races and games of skill, hands of a clock, mixtures, area of rooms, carpets, etc., area of walls, papering, etc., and pasture with growing grass <i>Algebra</i> .—Definitions and first four rules. <i>Geometry</i> .—Books I and II, with deductions History of India Sanskrit Reading Sanskrit Grammar Reading	Elementary English Grammar by Rowe and Webb (the whole). Pendlebury's Arithmetic for Indian Schools. Todhunter's Algebra edited by Loney. Hall and Steven's Geometry. Marsden's History of India (the whole). Entrance course Geikie's Physical Geography. Siksha, Part III, by Tara Kumar Kabiratna. Byakaran Kaumudi, Parts II and III, by Isvar Chandra Vidyasagar (the whole). A.—Sahitya Sangraha by Padmanath Barua and Panindra Nath Gogoi. B.—(<i>Prose</i>).—Prabhat Chinta by Kali Prasanna Ghosh.

APPENDIX V.

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Class.	Subject.	Details.	Text-books prescribed.
1	2	3	4
II and I.	Entrance Course	Essay-writing. As prescribed by the Calcutta University.	(Poetry).—S a d b h a b Satak by Krishna Chandra Mazumdar. As prescribed by the Calcutta University.

NOTE 1.—Classes I and II represent a two years' course of study.

2.—Indian gymnastics (*deshi kharat*) will be practised in all classes, except the first two classes, in which it may be left optional.

3.—Globe and maps should invariably be used in teaching Geography.

APPENDIX VI.

Scale of School Apparatus sanctioned for a High School.

	<i>Rs. a.</i>
1 Portrait of Her late Majesty the Queen-Empress	1 0
1 Portrait of His Majesty the King-Emperor	1 0
1 Globe (terrestrial), with stand	12 8
1 English Imperial Atlas of the World	25 0
20 Wall * maps (produced in England) :— World 2, Asia 3, Europe 3, Africa 2, North America 2, South America 2, British Isles 2, Australia 1, and India 3	150 0
3 Wall maps (produced in India) :— Assam 2, and District 1	15 0
5 Test maps :— World 1, Asia 1, Europe 1, British Isles 1, and India 1	37 8
2 Geographical Flag Game, or occupation maps of England and Scotland	1 0
1 Physical wall map of the World	7 8
1 Clock-face with relative time over the Globe	3 12
1 Pictorial chart of the Sovereigns of England from 827 to 1837 A.D.	2 0
3 History charts :— (1) England from the Norman conquest to the House of Lancaster, (2) England from the House of Lancaster to the Union of the Crowns, and (3) Great Britain from the Union of the Crowns to the present time	22 8
2 Ball-frames	10 0
1 Set of movable alphabets and numerals (in a box)	3 12
1 Set of form charts of lines, planes, and solids	3 12
1 Set of diagrams of colours	3 12
1 Set of physiological diagrams	9 0
Carried over	309 0

* One or two extra copies may be added of the more important sheets if required.

Scale of School Apparatus sanctioned for a High School—contd.

	<i>Rs. a.</i>
Brought forward	309 0
48 Object-lesson pictures :—	
(a) 24 Natural History Plates :—(1) Buffalo (American), (2) Buffalo (African), (3) Chimpanzee, (4) Cow, (5) Crocodile, (6) Cuckoo, (7) Eagle, (8) Elephant, (9) Giraffe, (10) Hare, (11) Hippopotamus, (12) Kangaroo, (13) Leopard, (14) Lion, (15) Ostrich, (16) Peacock, (17) Rabbits, (18) Reindeer, (19) Rhinoceros, (20) Serpents, (21) Tiger, (22) Whale, (23) Wolf, and (24) Zebra	46 0
(b) (i) 12 Physical Phenomena Plates :—(1) Avalanche, (2) Earthquake, (3) Geyser, (4) Glacier, (5) Iceberg (6) Mirage, (7) Prairie on fire, (8) Rainbow, (9) Volcano, (10) Waterfall, (11) Waterspout, and (12) Whirlpool	23 0
(ii) 4 Pictorial illustrations of the seasons :—(1) Spring, (2) Summer, (3) Autumn, and (4) Winter	7 8
(c) (i) 7 Plants-of-Commerce Plates :—(1) Cotton plant, (2) Mustard, (3) Orange tree, (4) Potato plant, (5) Rice plant, (6) Sugarcane, (7) Tea plant	15 12
(ii) 1 Life History of the Wheat plant, a series of 8 diagrams	18 0
2 Map-racks	15 0
1 Gong	8 0
1 Office clock (octagonal)	25 0
	<hr/>
TOTAL	467 4
	<hr/>

APPENDIX VII.

APPENDIX VII.

Curriculum for Girls, Lower Primary Schools.

Class.	Subject.	Details.	Text-books recommended.
1	2	3	4
IV	1. Reading	<i>The Alphabet</i> .—Compound letters. Simple words and easy sentences. Recitation of 20 lines of easy verse.	A.—Part I and half of Part II of <i>Lora Siksha</i> by Panindra Nath Gogoi. B.—Part I of <i>Barna Parichaya</i> by Isvar Chandra Vidyasagar and Part II of <i>Sachitra Barna Parichaya</i> by Ramananda Chattopadhyaya. K.—Kitap Nyngkong. G.—Kitap Sa.
	2. Writing and Spelling.	Large hand on slate. Copying words from the Reader and writing them to dictation. Spelling of words in the Reader.	
	3. Arithmetic	(1) Instruction to be by means of ball-frame or with cowries, the pupils thus being taught by sight and touch. Notation and numeration up to 1,000. Addition and subtraction of numbers not exceeding 10. (2) <i>Mental</i> .—Memorising multiplication table up to 5 × 10.	
III	1. Reading	Reading accurately at sight from the Reader and explaining the meanings of words and sentences. The reading to include some simple poetry, of which 40 lines are to be recited.	A.—(<i>Prose</i>).—Remainder of Part II of <i>Lora Siksha</i> and Part III of <i>Lora Siksha</i> by Panindra Nath Gogoi. A.—(<i>Poetry</i>).— <i>Kabita Kusum</i> by Pramod Chandra Barthakur. B.—(<i>Prose</i>).— <i>Sisu Siksha</i> , Part III, by Madan Mohan Tarkalankar (illustrated edition by Raj Chandra Pande). B.—(<i>Poetry</i>).— <i>Padya Mala</i> , Part I, by Manohar Basu. K.—Kitap Kaba Lai, pages 1—45. G.—Kitap Gni.

APPENDIX VII.

Class.	Subject.	Details.	Text-books
1	2	3	4
III	2. Writing and Spelling.	Small hand on slate or paper. Writing to dictation words and short sentences from the Reader.	A.—Patiganita by Sibnath Bhattacharya.
	3. Arithmetic .	(1) <i>Slate</i> .—Notation and numeration to 100,000. The first three simple rules in numbers not exceeding 3 figures, multiplier not exceeding 2 figures. (2) <i>Mental</i> .—Memorising multiplication table up to 10×16 . Mental application of first three rules in numbers not exceeding two figures.	B.—Sankshipta Sisu Ranjan Patiganit by Kali Pada Basu. K.—Ka Arithmetic Khasi by Nisior Sing.
	4. Needlework .	To work a hem in cotton of two colours to show a join: to join two pieces of calico by a seam (top sewing).	
II	1. Reading	As for class III, with a more difficult Reader to include some poetry, of which 60 lines are to be recited, with explanation of the meaning. The reading should also include some lessons on cookery and domestic economy. Manuscripts in simple current character.	A.—(<i>Prose</i>).—Jnan Sopan by Rajani Kanta Bardalai. A.—(<i>Poetry</i>).—K a b i t a Puthi by Sulaman Khan. B.—(<i>Prose</i>).—Bodhodaya by Isvar Chandra Vidyasagar. B.—(<i>Poetry</i>).—P a d y a Sangraha, Part I, by Prasanna Chandra Guha. K.—Kitap Kaba Lai, page 46 to end. G.—Seng Bah. [No text-book on cookery and domestic economy as yet definitely prescribed.]
	2. Writing and Spelling.	Current hand on paper. Writing to dictation from the Reader and unseen passages of similar difficulty.	
	3. Arithmetic .	(1) <i>Slate</i> .—The four simple rules and compound addition and subtraction. To copy and understand a simple form of daily account. (2) <i>Mental</i> .—Memorising multiplication tables up to 16×16 . Memorising tables of bazar weights, of European lineal measures and of time. Memorising <i>Subhankari</i> ready reckoner of prices of (1) a chhatak and a quarter chhatak, the price of a sér being given, (2) a sér, half a pawa, a chhatak and a quarter chhatak, the price of a maund being given. Easy exercises in the four simple rules and in the foregoing tables and ready reckoner.	A.—As for class III, adding <i>Subhankari</i> of Madhab Ram Das. B.—As for class III. K.—As for class III.

Class.	Subject.	Details.	Text-books recommended.
1	2	3	4
II	4. Geography and History.	The meaning and use of a map. The cardinal points. Geography of the district taught orally from a map.	
	5. Needle-work.	History as taught in the Reader. To join two pieces of calico by a sew-and-fell seam in cotton of two colours to show a join : to run a tuck.	
I	1. Reading	As for class II, with a more difficult Reader. Recitation of 80 lines of poetry, with explanation of the meaning. The reading should include some lessons on cookery and domestic economy. Manuscripts in simple character such as that of petitions or letters.	A.—(<i>Prose</i>).—Jnanodaya by Lambodar Borah. A.—(<i>Poetry</i>).—As for class II. B.—(<i>Prose</i>).—Bijnanbodh by Kanailal De. B.—(<i>Poetry</i>).—As for class II. K.—Kitap Kaba Lai. G.—Seng Bah. [No text-book on cookery and domestic economy as yet definitely prescribed.]
	2. Writing and Spelling.	To write to dictation unseen passages of moderate difficulty. To write a simple letter on a given subject.	
	3. Arithmetic	(1) <i>State</i> .—The four simple and compound rules. Reduction. Simple proportion. Easy problems. Simple household accounts. (2) <i>Mental</i> .—Memorising the <i>Su-bhankari</i> ready reckoner for daily wages, the wages of a month being given. Easy exercises in the four simple and compound rules and in the application to simple problems of tables and ready reckoner learnt in this class and in class II.	A.—As for class II. B.—As for class II.
	4. Geography and History.	The Geography of Assam taught orally by means of a map of the province and without text-book. [The map should show natural features—important rivers and mountain chains—as well as district boundaries, railway lines and places of note, and the pupils should be taught to fill in the details of outlines, including portions or the whole of the map, drawn on the blackboard.] Causes of day and night, and other elementary geographical facts as taught in the Reader.	

APPENDIX VII.

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Class.	Subject.	Details.	Text-books recommended.
1	2	3	4
I	4. Geography and History. 5. Needle-work.	A comprehension of the lessons on history contained in the Reader. To fix and work a sew-and-fell seam and put it into a band for stitching: to run tucks, make button holes, and sew on buttons and tapes.	

NOTE 1.—The practice of calisthenics or extensions is recommended.

2.—Simple drawing can with advantage be taught in all classes.
If a girl qualifies in drawing, the fact should be noted on her certificate.
(MacMillan's Oriental School Drawing Books are recommended.)

APPENDIX

Assam Education Form No. 106.

(Not payable at

ACCOUNT AND BILL FORM FOR

গ্রাম্য বিদ্যালয়ের হিসাব ও

জিলা—

হি
সবডি
হাস

দৈনিক উপস্থিতিব গড়
মোট গ্রাম্য ছাত্র বেতন

লোকাল বোর্ড—

বি

বেতন বাবৎ মাছে

১০০

শিক্ষকের নাম ও পদ।	বেতনের হার।
১	২
প্রধান শিক্ষক	
সহকারী শিক্ষক	
মনিটর	
মোট	

VIII.

the Treasury.)

VILLAGE SCHOOL TEACHERS.

বিলের কার্যম।

সাব।

বিসন—

সং বিদ্যালয়

১৯০ ।

মাসের মধ্যে কার্য দিনের মোট
ভগ্নাংশে উত্তর

জ।

দারী।

মোট টাকা

বধা :—

মোট উপস্থিতির দিন।	অনুপস্থিত হেতু কর্তন।	জরিমানা হেতু কর্তন।	মোট টাকা।
৩	৪	৫	৬

ক্যাপিটেশন সাহায্য বাবৎ সাহে

১৯০

ক্রমিক।	—	কাজের বেরিষ্টারসকে ছাত্র সংখ্যা।	বাহারী . বৎসর বা তর্যন কাল একই শ্রেণীতে গড়িতেছে।		
			২০ বা ততোধিক দিন উপস্থিত।	১০ বা ততোধিক দিন কিন্তু ২০ এর কম দিন উপস্থিত।	১০ বা ততোধিক দিন উপস্থিত।
১	২	৩	৪	৫	৬
১ম {	ছাত্রসংখ্যা				
	টাকার পরিমাণ	•			•
২য় {	ছাত্রসংখ্যা				
	টাকার পরিমাণ	•			•
৩য় {	ছাত্রসংখ্যা				
	টাকার পরিমাণ	•			•
বোট {	ছাত্রসংখ্যা				
	টাকার পরিমাণ	•		•	

• এই রূপ চিহ্নিত স্থান শূন্য

ক্যাপিটেশন সাহায্যের নিয়ম অনুসারে বৃত্ত প্রাপ্য হইল

সকল বোট (বেতন ও ক্যাপিটেশন সাহায্য)

বিল প্রেরণের তারিখ

১৯১

আমি প্রতীক্ষা করিয়া বলিতেছি যে, এই বিলের লিখিত বিবরণ আমার জ্ঞান
আমি আইন অনুসারে দৃঢ়মত হইব।

মোট টাকা বধা :—

বাহ্যায় এক বৎসরের অধিক কাল একই হেণ্ডিতে পড়িতেছে।			বাহ্যায় দুই বৎসরের অধিক কাল একই হেণ্ডিতে পড়িতেছে।	মোট ক্যাপিটেলের সাহায্য।
২০ বা ততোধিক দিন উপস্থিত।	১০ বা ততোধিক দিন কিন্তু ২০ এর কম দিন উপস্থিত।	১ বা তদুন্নয়ন দিন উপস্থিত।		
১	২	৩	৪	৫
		*	*	*
		*	*	*
		*	*	*
		*	*	*

খালি থাকিবে।

টাকা

টাকা
বা বিদ্যালয়

টাকা পাইলান।

এখান পিকক

ও বিধান মতে বর্ষাব্য এবং কোনও বিষয়ে আদায় ইচ্ছাকৃত অনভ্যতা। এখান পাইলে

এখান পিকক।